A CASE STUDY ON AN INDONESIAN LEARNER’S EXTENSIVE READING IN ENGLISH EXPERIENCES

Syofia Delfi & Hamidah Yamat
Riau University, Indonesia
The National University of Malaysia, Bangi.
syofia_delfi@yahoo.com

ABSTRACT: Reading outside of the classroom as a practice of extensive reading is an individual experiences. This article is based on one of the participants’ experiences on a case study on “Two Indonesian Learners’ Extensive Reading in English Experiences towards Developing Reading Competency”. This article aimed to answer a question “What are the learner’s extensive reading experiences?” To answer this question, the data were collected through interviews. A constant comparative analysis was carried out in developing the themes for the open and axial coding stages. The result of this study found that Fitri experienced and practiced extensive reading in English. In addition, Fitri started extensive reading from a younger age and further used that knowledge to participate in other English language based activities such as debates. The implication of this study is in terms of theoretical, pedagogical, and methodological contributions. Theoretically, the findings imply that reading should not only be for examination purposes, but also for pleasure, information, and general knowledge as the language aspect and skills gathered will contribute to further acquisition of the language. Finally, the methodological implication is to triangulate the interview for learners with other participants (siblings, friends and lecturer).

Keywords: EFL learners, extensive reading, and language learning theory

INTRODUCTION

Indonesian learners have been introduced to extensive reading in their first language since Senior High School as stated in the revised curriculum for Indonesian (Bahasa Indonesia). However, the extensive reading that they have done is only through the reading materials in their handbook; as a topic to be discussed in the learning materials (P.Tukan, 2007). The students are not controlled whether they practice extensive reading or not outside of the classroom.

To the context of this study, the teaching of English in the English Study Programme of the Teacher Training and Education Faculty, Siak University (pseudonym) is based on the revised curriculum. One of the language skills designed in the curriculum is reading. The Curriculum states that 10 credits of reading courses have to be taught at the university at different levels and with different goals. That is, six credits are offered in three semesters and the focus is on intensive reading. The subjects are Reading Comprehension I, Reading Comprehension II, and Reading Comprehension III. The other two reading courses are Academic Reading and Writing and Extensive Reading. Academic Reading and Writing is offered in semester IV while Extensive Reading is done in semester V.

Extensive Reading course is one of the courses which is important for learners to experience in facing their academic world. Then, in finishing their studies, learners are required to take a TOEFL - based test before taking their thesis examination. TOEFL test is supposed to be representative indicating the learners’ English. The aim of the TOEFL test is to perform the learners’ English competence. Studies have shown the relationship between extensive reading and learning language aspects and language skills for EFL learners (Lee and Hs, 2009; Mermelstein, 2014; Sarwo Edy, 2014). This should be made aware of by all Indonesian EFL learners that extensive reading is more than just reading extensively; that it helps develop their language competency. It is due to the fact that English is as a foreign language for Indonesian learners. Besides, learners have different extensive reading in English experiences. Their experiences may reflect on their reading competency.

However, the preliminary study about the learners’ reading performance does not reflect the learners’ reading competence. The study found: (1) Most of the Indonesian EFL learners’ reading performance before learning extensive reading is in the range 66-80 (B). Especially for Reading III, all learners (100%) are in this range. (2) The Indonesian EFL learners’ TOEFL score for Reading section before learning extensive reading is in the range 51% - 80 %. It is also in line with the critical analysis of 20 studies on teaching and learning reading in Indonesia. The findings of the analysis are: (1) The strengths of the studies on teaching and learning reading were in terms of
the topic of the studies indicating that learning English in Indonesian context and the studies on extensive reading were developed gradually. The weaknesses were in terms of the focus of extensive reading and the variation of the research design. (2) The studies were similar with the current study in terms of the concept of extensive reading. This condition might be considered as an opportunity for the following researchers to conduct a research about learners’ experiences on extensive reading.

Therefore, this article will answer a question: “What are the learner’s extensive reading experiences?” The question will be answered in order to find out one of the learners’ experiences for a study “A Case Study on an Indonesian Learner’s Extensive Reading in English Experiences”.

**REVIEW OF RELATED THEORIES**

Theories related to this article “A Case Study on an Indonesian Learner’s Extensive Reading in English Experiences” are Indonesian EFL learners, language learning theory, and extensive reading. Each theories will be presented in the following discussion.

**Indonesian EFL Learners**

In Indonesia contexts, English is learnt by referring to language learning policy implemented in the curriculum. Language learning policy in Indonesia is based on the legislation in which education systems are controlled and supervised by the government. It is implemented by the expectation of the curriculum. The core curriculum for whole schools in Indonesia is national curriculum. Some evidences referring to the language policy in Indonesia reflecting on language learning. Indonesian is as the national language and English is the first foreign language. As a foreign language, English is learnt. Despite the learning of English as a subject in schools, Cleophas’ (2006) study found that Indonesian students graduating senior high school were still not competent in English. 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 the competency of the EFL learners in tertiary education.

Indonesian learners learn English as a foreign language indicating that they do not use English in day to day communication; formal or informal communication. Hence, in their daily life they are expected to be exposed in English. They are also expected to be involved in the context in which the language used. One of the possible activities that learners do is by doing extensive reading. Their involvement to the language exposure through reading based on students’ interest develop their competence by doing extensive reading. Simultaneously, it will develop their habit doing extensive reading and involve in the exposure of the language used in their daily life.

Indonesian learners should know the term of extensive reading. This is because they have been introduced to extensive reading in their first language that is Indonesian since Senior High School as stated in the curriculum for Indonesian (Bahasa Indonesia). However, the extensive reading that they have done is only through the reading materials in their handbook; as a topic to be discussed in the learning materials (P.Tukan, 2007). Their knowledge on vocabulary, various sentence structures, meaning of words, and different forms and functions of words will increase through extensive reading. Gradually, it will develop their competence in the language skills if they keep on doing extensive reading. It is also as a way to make Indonesian learners to be active.

Practicing extensive reading as reading activities by EFL learners in Indonesia is based a study on reading activities conducted by Syofia & Fangiana (2007). The result of the data analysis about the participant’s experiences in reading show the stages faced by the participant in building her reading interest. The study was from the perspectives of holistic education. The participants were the students of the Faculty of Teacher Training and Education Siak University. The participant has been able to read since five years old. She kept on doing reading for her education. Her interest in reading in the first language at earlier age reflects on reading English texts. The participant always read various reading materials; magazines, news paper, and course books. She began to develop her interest to read by reading teaching materials from the course books. She often visited library at the school age. She read course books and stories in the library. She has had a collection of stories since senior high school. She had being reading stories since she was a university student. Her interest in reading also improved her ability as a learner majoring in English. She always reads all course books indicating her effort to increase her academic ability. This study shows that reading outside of classroom as a practice of extensive reading develops the participant’s language competency. The participant’s experiences might be or might not be representative for the learners’ extensive reading experiences because reading is individual experiences. How the experiences contribute on the language competence need to be studied.
Language Learning Theory

Richards and Rodger (2007) point out that language learning theory may be provided by the theory of the language; structural view, functional view, and interactional view while learning occurs as a result of experience (Brown, Carlie, & Stack, 2008). The experience may be based on one’s prior experience or the experience of others. It may be structured or unstructured, formal or informal, inside or outside of a classroom. A general theory of second language acquisition needs language acquisition by learners. The acquisition is in a variety of characteristics in contexts (Lightbown and Spada, 2011). Language learning theory relating to this context is Second Language Acquisition (SLA). Krashen (1982) argues that language acquisition is very similar to the process of children used in acquiring first and second languages.

Ellis (2003) defines that Second Language Acquisition (SLA) is as the way in which people learn a language other than their mother tongue, inside or outside of the classroom. Hence, Ellis (2012) claims that SLA is the product of many factors pertaining to the learner and the learning situation. Since learning of second language takes place some time later than the acquisition of the first language, learners should be exposed to the language used. This is in line with the Input Hypothesis Theory offered by Krashen (1982).

Krashen (1982) discusses the Input Hypothesis Theory focusing on the context in understanding the language system that learners have not known. The Input Hypothesis indicates that we acquire by “going for meaning” first, and as a result, we acquire structure. It is expected that learners use more than the linguistic competence to help them understand language, especially in understanding the language aspects that they have not known yet. Hence, Krashen classifies the Hypothesis into three parts; (1) the Input Hypothesis Theory relates to acquisition, (2) We acquire by understanding language that contains structure beyond our current level of competence (i + 1). This is done with the help of context or extra-linguistic information, (3) Communication is successful when the input is understood and there is enough of it, “i + 1” will be provided automatically, (4) Production ability emerges and it is not taught directly. Krashen (1985) points out that second languages are acquired by receiving comprehensible input; language that is heard/ read and that is slightly ahead of a learners’ grammatical knowledge. Consequently, Krashen’s emphasizes that second languages are acquired by understanding messages.

In perceiving the meaning of the Input Hypothesis, Gass (1994) claims that input refers to what is available to learners. It can be in spoken and written form to which the learners are exposed. Native speakers make adjustments to their speech and the areas of pronunciation, grammar, and lexicon. These areas are also the areas for comprehensibility. An additional factor determining comprehensibility is the ability of non native speaker to contextualize the language by using appropriate vocabulary and linking devices. A study on Comprehensible Input through Extensive Reading has been presented by Wang (2011).

The Input Hypothesis Theory (1982) by Krashen simplifies about understanding the language aspects like vocabulary, grammar, and pronunciation for meaning in acquiring the language. Indonesian EFL students who are not in the environment in which English is used orally, they may involve in the context in which the language can be acquired through reading the language aspects in the reading materials. The Input Hypothesis Theory (1982) by Krashen and Input by Gass (1994) indicate that students may do extensive reading in developing the language competence. The students’ understanding about the language aspects make them acquire the language for the process of understanding the reading materials.

Studies on experiences in second language acquisition have been conducted by researchers. Hamidah Yamat (2012) studied about SLA experiences of three young Malaysian children aged six while attending a mainstream school and living in U.K. It focuses on how they developed an identity while experiencing SLA. The finding of this study indicates that the children acquire the language as they were getting on with their live in their social context. They interacted with the people and their environment. Hamidah Yamat further claimed that language acquisition may be enhanced by providing a context where the children are able to get opportunities to receive and use the language. The study has given insights to experiences of SLA process of three young Malaysian children. This study recommends similar study in the participants’ own country.

Reading has roles for learning and especially for learning languages. Learners will gain the knowledge through reading (Hedge, 2008). Reading is useful for language acquisition since it provides students with reading materials higher or lower than the students’ ability (Hammer (2009). It affects on the students’ vocabulary knowledge, grammar, writing, speaking in terms of talking about the idea gained from texts read. It also implies that reading can also affect on listening since speakers and listeners in discussion about the topic from texts. The more learners acquire the language, the more they will be competent on the language. Lee and Hsu (2009) emphasize that reading is the source of good writing style because learners can learn vocabulary, syntax and discourse structure of the written language.
The role of reading is based the general learning goals for the reading component of an English language course as offered by Hedge (2008). The goals are to be able to read a range of texts in English; to adapt reading style according to range of purposes and apply different strategies (skimming and scanning); to build a knowledge of language (vocabulary and structure) which will facilitate development of greater reading ability. It will build schematic knowledge in order to interpret texts meaningfully; to develop awareness of the structure of written texts in English and to be able to make use of rhetorical structure, discourse features, and cohesive devices in comprehending texts, and to take a critical stance to the content of texts. Therefore, doing extensive reading is supposed as an activity to gain the goal in learning English in Indonesia as Krashen (1988) means.

**Extensive Reading**

Day and Bamford (2004) point out that readers in extensive reading read a lot of reading materials for information and enjoyment and they choose their own reading materials. Brown (2001) claims 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 orient and guides students, (10) The teacher is a role model of a reader.

Extensive reading is good for personal development, therefore, promiscuously and associatively it is good not only for students but also good for teacher. Day and Bamford (1998) point out that the benefit of extensive reading that students who read more will not only become better and more confident readers but they will also improve their reading, writing and listening, and speaking abilities and their vocabulary will get richer, motivation aspects of reading.

Bamford and Day (1998) claims that reading can be viewed based on number of different activities. The activities refer to sociocultural, physiological, affective, philosophical, educational, and cognitive. Contextually, appropriate meanings in reading mean both semantic and syntactic which are related to words. This should be understandable by readers, especially for readers in which English as a second or as a foreign. Fluent readers recognize words interfered with the construction of meaning. This is due to the fact that reading as a component of general second language proficiency (Brown, 2001).

Hedgcock and Ferris (2009) conclude the benefit of extensive reading for second language readers into six ways. First, extensive reading improves comprehension skills through practice for background knowledge and reading skills to particular texts. Second, extensive reading develops automaticity through great reading. In the process of reading, learners recognize words as well as vocabulary knowledge, morphology and syntax in which the words occur. Pigada and Schmitt (2007) enhanced the students’ knowledge about vocabulary in terms of spelling, meaning, and grammatical behavior of words in text. Siao-cining Guo (2012) found that the effect on the use of extensive reading on the improvement of vocabulary acquisition in her study in Taiwan for college students majoring in English. Nwabudike and Anaso (2013) found that the students of Nigerian-Turkish International College, Kano have high stock of vocabulary although they engaged on extensive reading on their own. To that context, extensive reading program was not implemented in Nigerian-Turkish International Colleges, Kano. The students expected that their college implemented extensive reading. Third, extensive reading builds background knowledge by engaging in the texts read. The background knowledge prepares readers to the future reading. Doing extensive reading builds vocabulary and grammar knowledge by acquiring linguistic knowledge through reading.

The fourth benefit of extensive reading is the exposure of the natural use of language in the printed materials. It can make them acquire the language for their progress in the language. Fifth, extensive reading improves productive skills through acquiring the input from reading for the output for productive skills. Siao-cining Guo (2012) also proves that extensive reading has effects on the students’ language skills. Nwabudike and Anaso (2013) specified the skill developed by doing extensive reading was listening. The last use of extensive reading is to promote students with confidence and motivation. This is because extensive is enjoyable and motivate learners to take on reading on their own in the future. This can build confidence in their own reading skills and their ability to use the second language. Yamashita (2004) found that the students had comfort self-perception reflecting on reading proficiency. It influences the performance in extensive reading.
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 extensive reading component in conjunction with other focused reading instruction is highly warranted. Junko (2008) found in their study that extensive reading improves 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.

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 suggestion in implementing ER. The practice on extensive reading in this study was only for reading course in which the goal is for comprehension. Therefore, Sarwo Edy 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.

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. The experimental group achieved larger gains in reading attitude, comprehension, and vocabulary growth, and their conscious acquisition of the target language was accelerated. The findings suggest that certain tasks used in extensive reading may help development of learners’ reading comprehension and vocabulary growth, such as finding out key words/ phrases worth studying in this reading, guessing word meaning from context; connecting the contents of the reading selection to current or past real world events and experiences, finding passages they would like to/ should hear; writing their reflection toward the reading text in the weekly individual reading journals as well as groups’ reading work sheet.

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 in terms of engaging in reading and the exposure of young EFL learners to sufficient and suitable materials. Learners have limited chance of L2 interactions outside the classroom boundaries; therefore, they need to be exposed to massive text input. The writers also suggest establishing vision of promoting ER in young learners in order to lead them to gain self-efficacy and self confidence on their academic lives. Therefore, reading as a major L2 skill, needs to be reconsidered in the EFL context in general and in the EFL for young learners in particular. The researchers expect that the study will contribute to a growing compendium of literature aimed at developing a much wider and deeper understanding of the benefits and advantages of EFL enrichment programs in EFL young learners.

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.

**METHODOLOGY**

In answering the research question and for obtaining the aims of this study as mentioned earlier, a case study was design. A Case Study focuses on instances of a particular phenomenon; in this case how English language competency is developed through extensive reading; to provide an in-depth account of the event, relationships, experiences or processes occurring in the particular instance (Denscombe 2007; Bernard and Ryan 2010). The participant was purposively chosen and they should meet the appropriate characteristics. In order to meet the characteristics as participant, the writer used documents. The documents determined appropriate for this study was document about the students’ reading performances. These performances were taken from the learners’ academic record and TOEFL score for Reading section. The participant of this study is Fitri (pseudonym). Two interviews as instrument were conducted in collecting data. The type of interview in this case study was semi structured.
interview in which the questions were in the form of open-ended questions. Mason (2007) points out that semi-structured interviews have flexible structure of interview.

The recorded interviews of each participant were transcribed into verbatim transcriptions. A constant comparative analysis was carried out in which the transcriptions were read and reread to code the participants’ responses and classifications (Flick, 2007). The procedures for thematic coding are classified into two cases which are the interpretation of cases and thematic structure of case analysis (Flick, 2007).

Table 1: Open (Level I Analysis) and Axial Coding (Level II) Analysis for Interviews

<table>
<thead>
<tr>
<th>Questions(Q) &amp; Responses (R)</th>
<th>Level I Analysis (Themes)</th>
<th>Level II Analysis (Categories)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Do you read English texts at home?</td>
<td>reads since junior high school reading materials</td>
<td>Attitude</td>
</tr>
<tr>
<td>R: Occasionally ma’am, yes. especially since junior high school, I like to read books, English text, and English newspapers, And it gets it gets a lot... it gets, it gets much often than my junior high. in my senior high school, I started to download English novel in pdf in my laptop</td>
<td>read a lot reading material</td>
<td>attitude various reading materials</td>
</tr>
</tbody>
</table>

RESULT AND DISCUSSION

The result of the analysis for themes and categories shows Fitri’s experiences in extensive reading. The experiences are reading stories since childhood in first language, learning English, reading English texts for learning materials, reading English novels, reading English novels for entertainment/spare time, reading newspaper for updating information, doing efforts in understanding; finding the meaning, using the components of language learnt, reading online reading materials, reading from different modes, keeping on understanding; telling others about the texts read and recommending others to read the texts read, motivating younger siblings to read and controlling interest in reading. These experiences are as the following figure.
Figure 1: Fitri’s Experiences in Extensive Reading

- Reading stories since childhood in the first language
- Learning English
  - Reading English novels
  - Reading novels for entertainment
  - Reading newspaper for updating information
  - Acquiring language aspects
  - Using language aspects
- Reading online texts
  - Reading from different modes
- Practicing reading
  - Telling others
  - Recommending others
  - Controlling interest in reading
- Motivating the younger to read
Figure 1 indicates how Fitri’s reading experiences relate one to another. Her reading experiences have been developing since childhood. It shows that reading is as a process that needs practice. Fitri experienced that the process of reading was developed by reading stories which were interesting for her and they were narrated. As something narrated, stories make readers engage to read until the last page. Readers read stories based on their own interest; not other person’s direction. After learning English, Fitri directed herself to read English novels. It became something enjoyment for her to do reading.

In the process of reading, Fitri knew how to solve problems in understanding texts; she tried to find the meaning of words. It means that Fitri tried to understand the the language components. She also used the components of language she found or she learnt from texts. These experiences developed her intention to read other kinds of texts. She read newspaper for updating information as well as reading journal articles. She also got the use of technology. She read any various reading materials from online sources. She used different modes to read all kinds of reading materials. Her siblings and friends knew that she really understood the texts she read because she retold them about the texts. Besides, she also recommended others to read the novels or the books she just read. Another experience was motivating her younger sibling to do reading and to offer them with the reading materials. Fitri experienced to control her interest to read because she realized the use of reading.

Fitri’s experiences indicate as causal relationship; causes and effects. Causes are as supports for effects. Causes happened indicate the process for the next causes. The causes are like the facility for reading materials provided by parents, motivation from parents, technology; online reading materials and modes, lecturers’ guidance and direction. Causes/ supports are as the following figure.

![Figure 2: Causes/ Supports in Fitri’s Extensive Reading Experiences](image)

Figure 2 shows the role of supports as causes which facilitates Fitri in extensive reading. It shows that Fitri is interested in reading stories in the first language as the reflection of the facility that she gained from her parents in childhood. Her parents facilitated her to buy books that she was interested in. Her parents also motivated Fitri to do reading by giving examples in daily activities and explaining the use of reading.

These experiences had been developing her interest in reading since childhood. It means that Fitri had been practicing extensive reading before taking Extensive Reading course. The processes of Fitri’s experiences in extensive reading are becoming interest in reading, learning English, interest in reading English novels, intention to read newspaper, intention to read journal articles, developing critical thinking, and realizing the need of reading. Effects/ processes are as the following figure.
Figure 3 shows that the process is mainly based on Fitri’s interest in reading as the context developed by her parents. It also shows that her interest in reading in the first language was developed into reading English texts. Eventually, it became her interest and habits to read English novels. It means that she really enjoys reading English novels. The interest attracted her interest to read any kinds of reading materials. She realized that the use of reading for her is to gain information in joining debate competition. It also made her have intention to read journal articles for academic purpose as a student-teacher. This process indicates that experiences in extensive reading developed Fitri’s critical thinking. She read based on her understanding; she could classify the use of reading. Fitri’s experiences becoming a successful student in practicing extensive reading are based on her positive attitude towards reading. She has been interested in reading since childhood and she has been interested in reading reading
English reading materials since junior high school. She began to read English novels when she was at senior high school. The experiences in reading novels make her feel that she gains pleasure by doing reading. Besides, she also has been reading newspaper since senior high school because she joined debate competition. It means that reading materials that Fitri mostly read are novels and newspaper.

Fitri’s experiences in extensive reading indicate that her interest in reading developed gradually because she gains knowledge and information. Her interest in reading makes her keep on doing reading. This experience may build her critical thinking. She understands more about life, especially about teenagers’ life by doing reading novels. She also thinks that reading newspapers is something that she has to do for updating information in order to join debate competition. Her interest in reading also directs her to read academic reading materials as the requirement for course assignment. She thinks that the use of reading journal articles is not only for assignment but also useful for her as a student-teacher. She thinks that as a teacher to be she feels that she has to have knowledge about what teachers are supposed to do. In extensive reading course, she was very active in classroom discussion. She also presented the article she selected fluently. It reflects that she read the reading materials for reports and discussion the others’ report.

The more Fitri does reading, the more she is interested in reading. The more she reads, the more she is interested in reading. The more she is interested in reading the more she acquires the language components. The more she acquires the language components, the more she understands them. The more she understands the language components, the more she develops her reading competence. It means that Fitri experiences extensive reading for reading competency by doing reading, gaining knowledge and information, and acquiring the language components. These regulations happen in every activity of reading. It indicates that every reading activity done is as a prior knowledge for the following reading activities.

The result of this study found that Fitri experienced and practiced extensive reading in English. In addition, Fitri started extensive reading from a younger age and further used that knowledge to participate in other English language based activities such as debates. The implication of this study is in terms of theoretical and methodological contributions. Theoretically, the finding implies that reading should not only be for examination purposes, but also for pleasure, information, and general knowledge as the language aspect and skills gathered will contribute to further acquisition of the language. Finally, the methodological implication is from the use of a qualitative research design that enabled insights and experienced be captured in the attempt to understand the phenomenon of reading competency.

CONCLUSION AND RECOMMENDATION

This case study explored how an Indonesian learner’s extensive reading in English experiences. The finding shows that Fitri experienced and practiced extensive reading in English. In addition, Fitri started extensive reading from a younger age and further used that knowledge to participate in other English language based activities such as debates. The major point of this study was about positive extensive reading in English experiences of Fitri as one of the participants in on a case study on “Two Indonesian Learners’ Extensive Reading in English Experiences towards Developing Reading Competency”. Fitri’s experiences in extensive reading indicate that her interest in reading developed gradually because she gains knowledge and information. Her interest in reading makes her keep on doing reading. This experience may build her critical thinking. Her interest in reading also directs her to read academic reading materials as the requirement for course assignment. This current study offers suggestive evidence for attracting the learners’ reading interest through extensive reading. Theoretically, the findings imply that reading should not only be for examination purposes, but also for pleasure, information, and general knowledge as the language aspect and skills gathered will contribute to further acquisition of the language. Finally, the methodological implication is to triangulate the interview for learners with their siblings, friends and lecturers.

References


Hamidah Y. 2012. Revisiting English Language Learning among Malaysian Children Asian Social Science; Vol. 10, No. 3.


