

Extensive Reading Materials for Second-Semester English Students at Pattimura University

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Abstrak

Penelitian ini dilakukan selama lebih dari dua tahun. Tahun pertama difokuskan pada analisis kebutuhan bahan bacaan ekstensif. Peneliti ingin mengeksplorasi analisis kebutuhan bahan bacaan ekstensif untuk mahasiswa semester kedua di program studi Bahasa Inggris Universitas Pattimura sebagai bentuk penelitian dan pengembangan. Penelitian ini dimulai dengan mencatat kebutuhan mahasiswa terhadap bahan bacaan ekstensif sebelum merancang modul untuk kegiatan pembelajaran di kelas. Tahun kedua dilakukan uji coba modul bacaan dalam kelompok kecil dan besar untuk mahasiswa semester kedua Program Studi Pendidikan Bahasa Inggris di Universitas Pattimura. Setelah itu, data dianalisis dan hasil dari bahan bacaan ekstensif didiskusikan. Setelah menyelesaikan semua tahap penelitian dan pengembangan, peneliti akan membuat artikel untuk dipublikasikan di jurnal terakreditasi. Akhirnya, peneliti mendaftarkan hasil penelitian dan bahan bacaan ekstensif ke Hak Kekayaan Intelektual (HaKI).

Key Word:

Need Analysis, Extensive Reading Material, Research and Development, Students' Book, Pattimura University.

Abstract

This research is conducted for over 2 years. The first year is doing a need analysis of extensive reading material. The researcher wants to explore about need analysis of extensive reading material for the second semester students in English study program at Pattimura University as a form of research and development. This research will start by listing the needs of the students toward the extensive reading material before designing the module for learning activities in class. The second year is conducting a tryout of the reading module in small and large groups for the second semester of the English Education Study Program at Pattimura University. Then they analyze the data and discuss all results of the extensive reading material. After completing all stages of the research and development, the researchers will make an article to be published in an accredited journal. Finally, the researchers register the research results and extensive reading material to the Intellectual Property Right (HaKI).

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PENDAHULUAN

Extensive reading, often seen as a continuation of intensive reading, is a valuable approach to language learning. The skills and knowledge acquired through intensive reading are reinforced and expanded through extensive reading, leading to improved language proficiency, vocabulary development, reading fluency, and overall enjoyment of reading. In fact, extensive reading plays a crucial role in language acquisition. For language learners, it is proven as a very good approach to building a reading habit and focusing more on understanding rather than doing a detailed analysis. Numerous studies have shown that extensive reading can broaden students' vocabulary repertoires and improve their language proficiency in foreign language contexts. Naqia (2019) found that when EFL students read extensively, they become fluent readers, increase their vocabulary, and become better writers. Additionally, students who read a lot develop positive attitudes towards reading and increased motivation to study English.

Lekawael Rosina and Ferdinandus Marcy (2021) also highlighted the benefits of extensive reading in building students' vocabulary repertoires and improving their reading comprehension. Their study found that engaging students in extensive reading can positively impact their language learning progress. When FL students do more reading and become more fluent readers, their ability to comprehend texts improves as well as their vocabulary. Based on these previous studies, the researchers aim to explore the need for extensive reading material for second semester students in the English study program at Pattimura University. This research will involve a need analysis to identify the students' needs and design appropriate learning modules.

Despite the evidence supporting extensive reading, challenges such as a lack of reading materials and low student motivation persist. This study aims to investigate the need for extensive reading material and

explore students' perspectives on reading extensively. The research questions are as follows, 1) What are the students' perspectives on extensive reading material? 2) How can students' perspectives influence their motivation in an extensive reading subject? From these questions, there are two objectives, 1) to investigate the students' perspectives on extensive reading, 2) to find out whether the students' perspectives can influence their motivation in an extensive reading subject.

This study focuses on the need analysis of extensive reading material and investigates students' perspectives on reading extensively. According to Hutchinson and Waters (in Nation and Macalister, 2010:24), need analysis considers three aspects: necessities, lack of aspects, and desires. Renandya (2007) defines extensive reading as a way to improve language proficiency through enjoyable reading of self-picked books, texts, or materials. Tignaneli (2007) states that reading materials are subject to analysis in different phases of planning and implementation and with different purposes: formative, summative, and developmental.

METODE

The study adopts a mixed-methods design, integrating both post-positivism and interpretivism philosophical frameworks (Fetters, 2016). This approach offers a logical ground, methodological flexibility, and an in-depth understanding of smaller cases (Maxwell, 2016). By combining qualitative and quantitative data, researchers can answer research questions with sufficient depth and breadth (Enosh, Tzafrir, & Stolovy, 2014) and generalize findings to the whole population. This research will be conducted for the second semester students of the English education study program at Pattimura University from July to December 2023. The participants are 75 students from Cohort 2021 and 2022, selected using Slovin's formula to ensure representativeness (Sumanto, 2014).

The quantitative data will be obtained from a need analysis questionnaire, analyzed using Likert scale averages. The qualitative data will be obtained through interviews, an interactive process of exchanging roles, responsibilities, feelings, beliefs, motives, and information (Steward & Cash, 2008). The collected questionnaire data will be identified, categorized, and analyzed based on task components. The interview data will be analyzed using descriptive analysis. The quantitative data will be processed using Microsoft Excel 2010 and analyzed using SPSS version 25 to calculate descriptive statistics such as frequencies, means, and standard deviation. The results will be presented in tables and figures.

HASIL DAN PEMBAHASAN

Questionnaire Results

The questionnaire was administered to 75 students from the 2021 and 2022 cohorts who had completed an extensive reading course. The primary focus was to assess their perspectives on different aspects of extensive reading, including enjoyment, usefulness, reading skills, vocabulary enrichment, and reading habits. Each category provided insights into how students perceived the effectiveness of extensive reading in their language development and overall academic progress

NO	STATEMENT	SD	D	A	SA	N	Total	Mean	Category
		1	2	3	4				
ENJOYMENT									
1	I enjoyed the varied topics.	0	3	61	11	75	233	3,11	HIGH
2	I enjoyed it because the topics were very interesting.	0	4	54	17	75	238	3,17	HIGH
3	It was great to have the freedom to choose the topic.	1	3	50	21	75	241	3,21	HIGH
4	I think I like English better now.	0	2	44	29	75	252	3,36	VERY HIGH
USEFULLNESS									
5	It helps develop skills for reading faster.	0	3	57	15	75	237	3,16	HIGH
6	It helped me to get better at finding the main idea.	1	5	54	15	75	233	3,11	HIGH
7	It helped me understand better the readings from our regular class textbook.	0	5	57	13	75	233	3,11	HIGH
8	I feel reading my textbook is easier now.	1	7	52	15	75	231	3,08	HIGH
9	I think it helps me get a better grade because it makes me a better reader.		2	57	16	75	239	3,19	HIGH
READING SKILLS									
10	It helps because I practiced a lot.	1	5	53	16	75	234	3,12	HIGH
11	I am not sure if it helps me with skills.	7	35	31	2	75	178	2,37	LOW
12	I use some strategies in reading.	1	8	53	13	75	228	3,04	HIGH

13	It helps me to build confidence with extended texts.	1	10	56	8	75	221	2,95	HIGH
14	It made me better at reading speed and comprehension.	0	6	56	13	75	232	3,09	HIGH
VOCABULARY ENRICHMENT									
15	I am certain I learned new words by guessing meaning from context.	1	3	51	20	75	240	3,20	HIGH
16	It can increase knowledge of vocabulary.	1	3	34	37	75	257	3,43	VERY HIGH
READING HABBIT									
17	I read professional articles, essays, technical reports, short stories, and books for at least an hour a day.	2	26	45	2	75	197	2,63	HIGH
18	I prefer reading at home.	1	6	38	30	75	247	3,29	VERY HIGH
19	I set goals or maintain a reading log during extensive reading practice.	1	17	51	6	75	212	2,83	HIGH
20	It is not easy to find extensive reading texts such as professional articles, essays, technical reports, short stories, and books both at the library and internet.	6	25	37	7	75	195	2,60	HIGH

Enjoyment

The first category addressed students' enjoyment of extensive reading. The majority of students expressed positive feelings toward the course, as demonstrated in their responses to various items in the questionnaire. In Item 1, a total of 81.3% (61 students) agreed that they were satisfied with the varied topics provided in the reading materials, with an additional 14.7% (11 students) expressing strong agreement. Only a small minority, 4% (3 students), indicated dissatisfaction. Similarly, Item 2 revealed that 72% (54 students) agreed, and 22.7% (17 students) strongly agreed that the learning topics were engaging, while only 5.3% (4 students) disagreed. In Item 3, 66.7% (50 students) agreed, and 28% (21 students) strongly agreed that the course topics contributed to their overall enjoyment, with only 5.3% expressing some level of disagreement. Lastly, Item 4 indicated that 58.7% (44 students) agreed, and 38.7% (29 students) strongly agreed that they had developed a stronger preference for English as a result of the extensive reading activities, with just 2.7% (2 students) expressing disagreement. These results suggest that the majority of students found the course enjoyable and believed it positively impacted their attitudes toward learning English.

Usefulness

The second category examined the perceived usefulness of extensive reading in improving students' reading abilities. Item 5 revealed that 76% (57 students) agreed, and 20% (15 students) strongly agreed that extensive reading helped them develop their reading skills more rapidly. Only 4% (3 students) disagreed. In Item 6, 72% (54 students) agreed, and 20% (15 students) strongly agreed that extensive reading was useful for identifying the main ideas of a text, while 6.7% (5 students) disagreed, and 1.3% (1 student) strongly disagreed.

In Item 7, 76% (57 students) responded affirmatively that extensive reading improved their overall reading comprehension, and 17.3% (13 students) strongly agreed. A small percentage, 6.7% (5 students), disagreed with this statement. Similarly, Item 8 revealed that 69.3% (52 students) agreed that extensive reading made textbook reading easier, while 20% (15 students) strongly agreed. A minority of 9.3% (7 students) expressed disagreement, and 1.3% (1 student) strongly disagreed. Item 9 reflected that 76% (57 students) believed extensive reading was helpful in improving their reading speed, with 21.3% (16 students) strongly agreeing. Only 2.7% (2 students) disagreed. These results show that most students perceive extensive reading as a valuable tool for improving reading comprehension and speed.

Reading Skills

In this section, students were asked to reflect on how extensive reading influenced their reading strategies and overall confidence in handling texts. Item 10 showed that 70.7% (53 students) agreed, and 21.3% (16 students) strongly agreed that extensive reading helped them engage more frequently with longer texts, with 6.7% (5 students) disagreeing and 1.3% (1 student) strongly disagreeing. Item 11 presented a more divided response, with 46.7% (35 students) disagreeing that extensive reading boosted their confidence, and 41.3% (31 students) agreeing. A small portion, 9.3% (7 students), strongly disagreed, while 2.7% (2 students) strongly agreed. In Item 12, 70.7% (53 students) agreed that extensive reading helped them employ multiple reading strategies, and 17.3% (13 students) strongly agreed. Only 10.7% (8 students) disagreed, and 1.3% (1 student) strongly disagreed. Item 13 highlighted that 74.7% (56 students) felt that extensive reading improved their confidence in handling lengthy texts, with 10.7% (8 students) strongly agreeing. Only 13.3% (10 students) disagreed, and 1.3% (1 student) strongly disagreed. Finally, Item 14 demonstrated that 74.7% (56 students) agreed, and 17.3% (13 students) strongly agreed that extensive reading improved their ability to read more quickly and attentively, with just 8% (6 students) expressing

disagreement. These results suggest that extensive reading plays a significant role in enhancing reading strategies and increasing student confidence.

Vocabulary Enrichment

The next category examined how extensive reading contributed to vocabulary development. Item 15 revealed that 68% (51 students) agreed, and 26.7% (20 students) strongly agreed that extensive reading helped them enrich their vocabulary. Only 4% (3 students) disagreed, and 1.3% (1 student) strongly disagreed. Item 16 showed that 49.3% (37 students) strongly agreed, and 45.3% (34 students) agreed that extensive reading had significantly enhanced their vocabulary knowledge. Only 4% (3 students) disagreed, and 1.3% (1 student) strongly disagreed. These results strongly support the idea that extensive reading plays a crucial role in expanding students' vocabulary knowledge.

Reading Habit

The final category investigated students' reading habits. Item 17 showed that 60% (45 students) agreed, and 34.7% (26 students) disagreed that they developed a reading habit of spending at least one hour a day on extensive reading. Only 2.7% (2 students) expressed strong disagreement or agreement. Item 18 revealed that 50.7% (38 students) agreed, and 40% (30 students) strongly agreed that they prefer reading at home. A small percentage of 8% (6 students) disagreed, and 1.3% (1 student) strongly disagreed. In Item 19, 68% (51 students) agreed, and 22.7% (17 students) disagreed that they actively prepare goals and materials for their reading sessions. A minority of 8% (6 students) strongly agreed, and 1.3% (1 student) strongly disagreed. Lastly, Item 20 showed that 49.3% (37 students) agreed, and 33.3% (25 students) disagreed that they faced challenges in locating extensive reading materials. 9.3% (7 students) strongly agreed, and 8% (6 students) strongly disagreed, highlighting that access to reading materials can sometimes pose a challenge for students.

Interview Results

The interviews provided a qualitative understanding of students' perspectives and their impact on motivation for extensive reading. When asked how they select reading materials, students indicated that personal interests, academic requirements, and recommendations from friends were the primary factors. This suggests that the freedom to choose reading materials, particularly those that align with personal interests, plays a key role in fostering motivation for extensive reading. Similarly, students expressed a preference for novels and non-fiction materials, with some favouring academic articles to improve vocabulary for academic purposes. In terms of improving language skills, students highlighted that extensive reading enhances vocabulary, helps them understand main ideas, and develops critical thinking skills. Many also noted improvements in reading speed and comprehension. However, students also faced challenges, such as finding suitable materials, managing time, and maintaining consistent reading habits due to external distractions.

What are the students' perspectives on extensive reading material?

The findings from the questionnaire indicate that most students have a positive perspective on extensive reading materials, particularly enjoying the variety of topics and the freedom to choose their reading materials. This aligns with previous studies that emphasize the importance of engaging, diverse reading materials in fostering students' interest (Day & Bamford, 2002). However, what is unique about this study is the emphasis on how students' enjoyment is not only rooted in content variety but also in the autonomy to select texts that match their personal preferences. While previous research has focused on the material's content as a key motivator, this study highlights that giving students control over their reading choices contributes significantly to their overall satisfaction and engagement in the extensive reading program.

Furthermore, the study reveals that students see extensive reading as useful for developing reading skills and vocabulary, confirming what other studies have shown regarding the role of extensive reading in language acquisition (Renandya, 2011). However, what is novel in this study is the data showing that students prefer a balanced mix of both academic and non-academic materials. This finding suggests that incorporating different types of reading materials can cater to a wider range of student preferences, improving both their reading habits and language development. This study offers a nuanced look into how students' preferences for varied types of materials, including non-traditional texts like novels or online articles, contribute to their language learning journey. A key takeaway from this study, compared to previous research, is that while students recognize the usefulness of extensive reading, they face challenges in accessing appropriate materials. Many students indicated difficulty in finding reading resources, especially digital or library-based materials. This highlights a gap in current reading programs, which often assume

easy access to resources. By addressing these logistical barriers, educators can significantly improve the success of extensive reading programs, ensuring that students not only enjoy and benefit from the materials but also have consistent access to them.

How can students' perspectives influence their motivation in an extensive reading subject?

Students' perspectives on extensive reading materials directly influence their motivation, as demonstrated in both the questionnaire and interview data. Students who find the reading materials engaging and aligned with their interests are more likely to remain motivated, while those who perceive the materials as irrelevant or uninteresting struggle with maintaining consistent reading habits. This finding is consistent with previous research (Mori, 2002), which also highlighted how student motivation is strongly tied to interest in the reading materials. However, the difference in this study lies in the students' active preference for personalization, where they favor reading materials that reflect their individual tastes rather than those that are purely academic. This suggests that personal relevance is a crucial factor in fostering intrinsic motivation, which has been overlooked in earlier studies that primarily focused on text difficulty and comprehension levels.

Moreover, the study found that students' perspectives on reading challenges, such as managing time and staying consistent, also affect their motivation levels. Unlike some previous studies that focus primarily on the content of reading materials (Day, 2013), this research sheds light on external factors such as time constraints and environmental distractions that demotivate students from engaging in extensive reading. By identifying these barriers, this study contributes to the existing literature by advocating for a more holistic approach to motivation, one that considers both the material and the student's external circumstances. This perspective is relatively underexplored in current research, which often centers solely on material suitability rather than broader contextual factors.

Finally, the study's findings suggest that creating a motivating extensive reading environment involves not just the material but also how students balance it with academic and personal commitments. Some students pointed out the importance of effective time management and goal-setting strategies, which align with theories of self-regulation in learning (Pintrich, 2000). This aspect of balancing reading with other commitments, while recognized in broader academic contexts, is rarely emphasized in studies on extensive reading. By integrating time management and study skills into extensive reading programs, educators can foster long-term motivation and ensure that students are able to sustain their reading habits despite competing academic pressures.

KESIMPULAN

Investigating students' needs in this research was part of a series of procedures of research and development. In this case, the researchers found out students' perception of extensive reading materials and also know students' perspectives influence their motivation in an extensive reading subject. The result of the need analysis mostly indicates that students need to be taught reading strategies and extensive reading is also important to be assigned to the students as it helps to improve reading ability and vocabulary development. The result of the need analysis will later used as a basis for task analysis, lesson objectives, and test. The result of the need analysis will also used for designing all instructional products and the model of teaching as where all elements in the process of teaching will be captured and arranged systematically.

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