

## **How about an extensive reading guidebook? A case in a higher education**

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**Abstract** - This study was aimed at investigating the lecturers' need of a guidebook in the ER enactment within a classroom. The method used in this study was a qualitative research method making use of an online questionnaire and a semi-structured interview as the instruments to compile the data. The participants of this study were six lecturers implementing Extensive Reading in their classroom, three of whom are seniors, and the other three are novice lecturers. The data compiled from an online questionnaire and a semi-structured interview were then qualitatively analyzed and discussed. The result showed that an ER guidebook is, indeed, needed by those who are still lacking of experience in teaching extensive reading in which the contents are about choosing the appropriate books, accessing online repository, conducting ER, ER fun activities, and the potential evaluation, but it is not that urgent though it benefits to some cases for those who have been the so-called ER expert having years of experiences—more than two years—teaching extensive reading at class. However, using extensive reading guidebook might be a stimulus, for both lecturers in teaching, which is still open to innovative teaching invention in teaching extensive reading.

**Keywords:** extensive reading; guidebook; need analysis

## 1. Introduction

Extensive reading, ER henceforth, has been increasingly attempted among educators worldwide. The benefits of ER have driven many experts in the field coming from various disciplines to make use of it for the success of its practices like in learning a language (Renandya & Jacobs, 2016), history (Ter Beek et al., 2019), mathematics (Nichols et al., 2017), and other academic purposes (Park, 2016), the most beneficial of which is building the students' reading habit which in turn leads them to be lifelong readers, the top goal of reading practices. In the case of language learning, (Bamford & Day, 1998) inferred that ER benefits greatly in the sense that it is the most effective way to the readers' language proficiency enhancement—reading, writing, vocabulary learning—and motivation as well. Many have used it outside the classroom and many more inside; besides many have implemented ER in itself (Krashen, 2013) and many others have featured it to other courses as a part of those (Brown, 2009; Park, 2016).

Regardless of its benefits, there have been many criticisms against the ER for inadequate implementation, which results in inefficiency. The inadequacy frequently lies on time allotted for ER implementation, the materials, and the students' as well as the teachers' roles. Related to the first problem, giving sufficient time benefits to the ER implementation (Bamford & Day, 1998), and in line to this issue (Krashen, 2013) proposed to gain the most benefits of ER at least it needs one school year. In addition, (Davis, 1995) confirmed that the benefits of ER do not arise nearly but in the long run. Unfortunately, most of the facilitators and the stakeholders prefer using media or strategies with the near successful effect (Renandya & Jacob, 2016). In terms of the materials, it's the teachers' job to lead the students finding the appropriate materials by giving some guides. For the last constraint, both the students and the teachers, in some cases, cannot configure their roles appropriately, so it depends on them, themselves, in figuring out their roles by leading the students appropriately, for teachers, and by following the instructions given by the teachers in a well-manner, for students. These problems emerged now and then in ER implementation. Within those last two aspects, the problem solving in the above-stated can presumably be maximized in order to strengthen the benefits of ER though they presumably come long after its implementation. However, when it comes to the first solution, this becomes an emerging problem when ER is implemented in the school curriculum in which students cannot follow ER for the entire semesters within one academic year. So, one thing that can be strengthened is within a short period of ER implementation, the stimuli given to the students must be very powerful in order to lead the students doing their ER themselves within their personal time.

This paper, then, focuses more on providing a solution to the emerging problems revealed beforehand. This study, hence, talks about the possible use of, so to speak, a guide for teachers to minimize the above-revealed problems like what has been suggested by (Brown, 2009) saying that ER might work well as part of language learning which should be emerged within textbooks. Besides, as mentioned earlier, in giving stimuli to the students such kind of textbook may give a way out. Furthermore, giving more rationale to the benefits of a guidebook for ER, I, one of the authors, having been as a novice lecturer teaching ER for about two years, have experienced some difficulties in implementing ER within classroom especially when asking the students to read, when controlling their activities and when assessing their performances. Besides, when asking the students whether they need a book to guide them doing their autonomous ER activities, almost all of the students answered “Yes, indeed.”

Related to the above consideration, we conducted a preliminary study using an open ended questionnaire distributing recently to six lecturers—two are senior, those who have been teaching for more than two years, and the others are novice lecturers, those who have been teaching for two years or less—in a private university in Indonesia, three lecturers, the novice ones, greatly need a guidebook used for teaching ER within their classroom. While the other three do not confirm the benefits of using a guidebook guiding the teacher in implementing ER within classroom activities. A guidebook in this study refers to a book guiding the teacher in implementing ER within the classroom and the students as well in implementing their own ER at

home. Based on the result got from such a questionnaire, we did the following study concerning the needs needed by the teachers in conducting ER in the classroom, and the problems that emerged during ER enhancement in finding an answer whether or not a guidebook is appropriate to both the novice lecturer as the implementor and the students as the subject of ER per se.

Theories underpinning this study were some of ER, some others of need analysis, and the other of experiences in language learning. Those are depicted in the following concise elucidation.

### **1.1 Extensive Reading**

ER is increasingly attempting between educators across countries. No doubt towards its benefits though to some extent, its benefits do not emerge immediately after its implementation, but in the long run (Krashen, 2005). ER or the so-called self-selected reading (Cho & Krashen, 2019), within which readers can self-select the books they like the most, is reading for pleasure (Renandya, 2013; Waring & Husna, 2019) by which they can read whatever books, at wherever the place, and in whenever time they want to. Because of its characteristics, reading for fun, it is believed that ER can positively build the students' reading habit. It is due to the fact that when all activities in general done fully delightful, it is believed that the activities will possibly last longer than the required time. This is what all expected from ER, a fun reading which makes the students stay longer reading their English books, so all the goodness of reading books will silently emerge and unnoticeably their English competences are improved (Renandya & Jacobs, 2016).

In the context of Asia, especially in Indonesia, for the respect that ER offers numerous benefits, some of which improved the students' English narrative writing after having extensively read narrative texts (Damayanti, 2017), effectively improved the students' learning style of writing in particular (Park, 2016), assisted in synchronizing between efficiency and effectiveness reading objectives as well (Zacharias, 2019), established favourable attitudes towards reading as the way it should be (Ferdila, 2014), greatly improved the students' vocabulary acquisition (Widiati & Cahyono, 2006) and considerably improved reading fluency (Waring, 2014), reading rate and comprehension as well (Nakanishi, 2015) and so forth. Pertinent to the numerous advantages of ER, many have included ER within classroom activities. This study particularly reveals the problems faced by teachers in conducting ER. By identifying the problems, some efforts can be done to solve the problem in order to maximize its benefits. At the same time, it reveals the teachers' needs as well in conducting ER within the classroom.

### **1.2 Need Analysis**

In language learning, however, need analysis is a pivotal aspect is relatively overlooked. This analysis is commonly associated with ESP (Chen et al., 2019; Prachanant, 2012) and in some cases in general English which is often more ignored (Seedhouse, 1995). Based on the need analysis, the teacher can determine the appropriate materials, the aim along with the type of assessment, respecting to the students' need as well as the contextual problems faced by students. Similarly, Nunan (1999) claimed that fitting the course to the students' need was of the most beneficial instead of fitting the students to the available course; this might be because each student is unique having different characteristics one to another which, of course, in turn, necessitates a particular way of learning and the materials as well (Aliakbari & Boghayeri, 2014). This indicates that knowing the students' needs benefits in terms of determining the appropriate materials so that the learning process can run as expected to reach particular goals (Eda, 2014). In this recent study, however, the need analysis was firstly identified by taking into account the teacher's needs in ER classroom approach initiated by revealing the potential problems they faced during teaching.

### **1.3 Experiences in Language Learning**

In language learning, experiences really matters. Lived experiences might give some lessons learned so that the performance, in this case in learning language, may improve by reflecting to the experience in the related field. Not the experiences per se which is the most crucial, but the reflection is. Unluckily, this is even more set aside from the learning process.

Related to the previous explanation, a guidebook for teacher is supposedly, in some cases, of beneficial for both teachers and students. The teacher, particularly that of inexperienced, can give a more understandable in structured instructions to the students to avoid confuses. Both of those, presumably, are the benefits of a guidebook used in ER implementation. That's what is this study for, figuring out the teachers' experiences, from both experienced and inexperienced, in teaching ER and reflecting from those experiences we can formulate the problem and identify the teacher's needs about the issue. Therefore, those aforementioned concerns are formulated in two questions like, "Does an ER guidebook help solving the problem? If yes what are the required contents of an ER guidebook?"

## 2. Method

This study employed a qualitative approach design. In this study, we are along with six participants, three of whom were experienced lecturers implementing ER for more than two years, and the other three were novice lecturers experiencing ER for two years or less. The instruments used in this study were an open-ended questionnaire collecting primary data and a directive semi-structured interview as a secondary instrument to gain more contextual data (Brown: 1995). The questionnaire was in the form of a subjective question making use of an online questionnaire hosted by Google at forms.google.com. The questionnaire, the former, was firstly checked for its readability to avoid the ambiguity. While, the latter was benefitted to confirm the former by asking some whys.

The online open-ended questionnaire consisted of some questions asking the potential problems and some needs needed to deal with the problems. Besides an analysis of whether a guidebook needed in ER enactment was also included in that questionnaire. This questionnaire then ended with some suggestions concerning the ER implementation within classroom activities (see Table 1).

Table 1 The Online Open-ended Questionnaire

No.	Questions
1.	What are the potential problems in your ER classroom.
2.	What are the potential solutions to the problems you faced in ER classroom.
3.	Do you need an ER guidebook to minimize the problem.
4.	If yes, please mention the contents included in the ER guidebook.

While in the interview, some questions are addressed to the participants in order to confirm and to get deeper information related to some open-ended questions stated in the former instrument. The more detailed guiding questions for the semi-structured interview are stated in the following table.

Table 2 The guiding questions for semi-structured interview

No.	Questions
1.	In what ways does ER guidebook help to minimize some potential problems emerged during ER class?
2.	Why certain materials you have mentioned must be stated in the ER guidebook?

The above questions were checked beforehand its readability and the validity as well to avoid misunderstanding and ambiguity. These questions may come up to other deep questions digging more detailed information related to the interviewees' answers of the questionnaire given beforehand. Thus, these questions were addressed to those who positively respond to the benefits of an ER guidebook based on the result of the open-ended questionnaire given, those are three inexperienced lecturers.

The procedures of collecting the data are listed as 1) determining the participants; 2) classifying the participants into experienced and inexperienced lecturers; 3) distributing an open-ended questionnaire; 4) conducting a face-to-face semi structured interview in getting more

detailed data; 5) analyzing the data got from both instruments; and 6) drawing conclusions from the data analyzed. Respectively conducting the procedures in the above mentioned, it is believed at the end of the listing step we can answer concisely the research problems for which this recent study is conducted.

### 3. Results and Discussion

The data were compiled from, as in the above explanation, both an online open-ended questionnaire provided by forms.google.com and a semi-structured interview. In the online questionnaire, we asked some subjective questions related to the implementation of ER within the classroom and its possible constraints. Above all, the questionnaire, then, concerns about whether the use of a guidebook for teachers was helpful to minimize the possible difficulties in enacting ER in the classroom and the possible contents of the helpful guidebook. The following table, Table 3, is the elaborated responses to the questions stated in the online questionnaire. Number 1, 2, and 3 belong to the same question number stated in Table 1.

Table 3 The Responses of the Online Open-ended Questionnaire

No.	Responses	
	Experienced	Novice
1.	<ul style="list-style-type: none"> <li>▪ The students are, in some cases, lazy to read reading materials (1)</li> <li>▪ The students' have inadequate motivation; they, thus, do not really want to read (1)</li> <li>▪ It is hard to check the students' comprehension, for the readings vary greatly among myriad students (1)</li> <li>▪ The students' comprehension can hardly be controlled (1)</li> <li>▪ The students' reports are, sometimes, fake; they only write the report in reading log without reading the books (1)</li> <li>▪ The students are not consistent in reading the books (1)</li> <li>▪ They sometimes get bored (1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The resources are very limited (3)</li> <li>▪ The students do not really know what ER is and how to do it (2)</li> <li>▪ Some students have some problems to access the internet to read electronic books (1)</li> <li>▪ The students, frequently, change the books before they finish reading, for they get difficulties in reading the books due to the unfamiliar vocabulary (1)</li> <li>▪ They do not know what book they must read and what book that is appropriate to their difficulty level (3)</li> <li>▪ The students need more printed books (3)</li> <li>▪ It is hard to give assessment (2)</li> <li>▪ The students get difficulties in presenting the materials (1)</li> </ul>
2.	<ul style="list-style-type: none"> <li>▪ Giving a crystal clear course description (1)</li> <li>▪ Giving various activities related to reading passages they have read (1)</li> <li>▪ Building the students' reading habit (1)</li> <li>▪ Giving rigid commitments and rules between students and the facilitator (1)</li> <li>▪ Providing various books with differing levels (1)</li> <li>▪ Asking the students to write a written report of the books they have read (1)</li> <li>▪ Asking the students to do a presentation after reading (1)</li> <li>▪ Building the students' interest towards reading (1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ An ER guidebook may help a lot (3)</li> </ul>
3.	No (3)	Yes
4.	No suggestion (3)  Give the students various materials to read, but nor an ER guidebook	<ul style="list-style-type: none"> <li>▪ Some guides to choose the appropriate books, to access online repository as well as web addresses, and to give assessment (3)</li> <li>▪ Clear instruction step by step to conduct ER in the classroom (3)</li> <li>▪ Various fun activities within the classroom to build their interest in reading (3)</li> </ul>

Based on the above table, it can be seen that either the experienced or novice lecturers faced some constraints when conducting ER within classroom activities, but in some cases they are different from one another. For the experienced teachers, they have not faced the procedural problems anymore in terms of how to implement ER within classroom and how to find resources as well, for they have been teaching for years so that they might learn how to improve their teaching over time. They, however, still faced the students' internal factors like the students' boredom, less motivation, inconsistency, and etc. (see Table 1), all of which cannot be controlled by the teachers, but supposedly the students can. Differently, the novice teachers still faced procedural constraints like how to help the students know how to do ER including what, what time, and how to read, how to inform them finding out the appropriate books, presenting after reading and many more. No doubt, the inexperienced teachers also faced some difficulties in pertaining to the internal factors as mentioned earlier. Besides both experienced teachers and inexperienced ones still got difficulties in assessing the students' performance when conducting ER activities in the classroom for the students read plenty of resources with which, in some cases, the teachers were not yet familiar.

Moving to the second question containing the suggestions to solve the problems they faced like those briefly illuminated in the above explication, the experienced teachers gave some suggestions like 1) giving a crystal clear course description prior to the ER implementation; 2) giving various activities related to reading passages the students have read; 3) giving a brief instruction of how to measure the students' difficulty level in the very beginning before choosing books; 4) building the students' reading habit by asking them finding the interesting books with the appropriate difficulty level; 5) giving rigid commitments and rules between the students and the facilitator; 5) providing various books either printed or e-books with differing levels; 6) asking the students to write a written report of the books they have read; 7) asking the students to do some compelling activities like presentation, small group discussion, etc. after reading; and 8) building the students' interest towards reading like giving motivation to read, becoming a role model in reading etc. Those, previously mentioned, basically concern about leading the students to be well immersed in reading activities within the classroom. While, the inexperienced teachers were, in this respect, still regarding of how to introduce ER appropriately to the students and of a step-by-step guide to conduct ER within the classroom; that is why they need a concise book telling how to conduct ER within classroom activities, the so-called an ER guidebook. The previous answer, at the same time, gives a clue to the proceeding question asking whether a guidebook needed by the teachers when conducting ER approach within the classroom. All of the novice teachers answered 'yes' while the other group of teachers, 100 per cent, answered the other way around, that was 'No.'

Responding to the last question, the experienced teachers gave no answers, for they all agreed that a guidebook was not needed in implementing ER within classroom activities; they only suggested the teachers give a number of resources. Vice versa, the inexperienced teachers gave answers regarding the content of the guidebook possibly needed by them to lead the students interested in reading like some information of 1) how to choose the appropriate books, 2) how to access online repository as well as web addresses, 3) an explicit instruction or step-by-step direction to conduct ER in the classroom for both teachers and students and at home for students; 4) various possible fun activities within classroom to build the students' interest in reading; and 5) the potential evaluation for teachers when conducting ER.

Related to the online questionnaire distributed to all of the participants, a semi-structured was done to confirm the participants' answers. The questions given to the participants are about whys and hows regarding to their answer in online questionnaire. In the following, some guided questions given to the participants were briefly restated.

- (1) In what ways does ER guidebook help to minimize some potential problems emerged during ER class?

(2) Why the materials you mentioned before are considered as the required contents of the ER guidebook?

Those above-questions are addressed to those who answer “yes” in the online questionnaire that are three novice lecturers; in this point forward, they are called as p1, p2 and p3 respectively. Responding to the first questions, p1 stated,

The ER guidebook is supposed to be a sort of very important manual book for both teachers as well as students to take part in ER within the classroom or at home. Using this ER guidebook, the students are expected to know the concept of ER and how to do it. Therefore, the expected outcome will be emerged.

In pertaining to the second question, P1 argued that,

As what I mentioned before, the ER guidebook must contain of the concept of ER so that the students have the overview of what ER is. In the guidebook, it must also contain kinds of readings which can be read by the students as well as how many pages they must read. Besides the example of a log book, containing of the total words or pages they have read, the topic and also the insight they have got from reading, must also be there as a report to know how far and how much the students have been reading. Again, those contents function as a guide for both the students and the teachers in doing ER.

From the response given to the former, it can be roughly said that by using guidebook, the activities done in the class would be more organized both for the facilitator as the role model and for the students. The more organized activities, the better ER implementation would be. Hence, the ER guidebook is considered obliging in terms of giving a crystal clear instruction—procedures—of how the ER realization must be leading to its successful story. Then, the latter shows that the contents mentioned by p1 enable both the students and the lecturer know well what to and how far they have gone and what they have got through reading using a sort of log book.

Moving to the second interviewee, P2, in responding to the first and second questions, confirmed that,

The ER guidebook helps the users avoid confuses during ER implementation. It also gives both the students and the teachers as well some potentials ideas of how to apply ER in an interesting way. The required contents of the book are the brief explanation of ER, the list of the potential books to read with the level of difficulty and also a sort of the potential evaluation that can be featured with ER by which the students can be more motivated to read even when they are not required to read. Those contents according to me lead to a fine implementation of ER within which the students are equipped with the concept of ER in language learning and with a clear have-to-do including choosing appropriate books, self-evaluating after reading, and getting engrossed in books having been read.

From the above mentioned, it draws a conclusion that, in some cases, the students were still confused about what to do in the class during ER implementation and this guidebook is a way out to give a brief guideline for the teacher in guiding the students doing ER within classroom. She also said that the book was the standard implementation of ER which still open to any innovation based on the students’ needs.

The third interviewee, P3, in confirming to the first and second question, briefly answered that,

The ER guidebook is expected to be the solution of all the problems I have found, like the minimum understanding of both students and lecturers of what ER is and how to apply it, in which ER is applied as either a part of classroom activities or even as main classroom activities. As its name given, an ER guidebook must contain a step-by-step guide for both students and teachers in implementing ER in the teaching and learning English. Furthermore, to make it more interesting and appealing, the book must provide the various fun activities that can be done after reading like a small group discussion, interview or other activities to strengthen the ER to be more meaningful.

Therefore, the use of ER guideline could be said as a ‘stimulus’ for the facilitator to do the ER within classroom in order to avoid being stuck. So, she said that the facilitator could choose the activities with which both the facilitator and the students felt comfort.

From this point forward, based on the above findings, it can be roughly concluded that experiences really matter (Suprayogi et al., 2017); the longer the teachers implemented ER, the more experienced they will be, the fewer the problems concern about techniques, the deeper problem they get in relation with the students’ internal hinders. The novice teachers, however, still faced the problems emerged in ‘the introduction phase,’ in this sense in addition to the problems due to the students’ internal factors, a step-by-step guidebook is really helpful for them (Brown, 2009) instead of waiting some years to go getting experiences while the students’ need to be well immersed in the ER activities emerged in the very beginning of ER implementation. Above all, both experienced and novice teachers still got problems in dragging the students’ interests towards the ER. A guidebook may possibly help the students to do their own ER in class and at home as well without any pressures. In the class, they must still follow their facilitators while at home they may do their own ER by the help of a guidebook to increase their interests towards ER.

#### **4. Conclusion**

A guidebook, based on the findings aforementioned, is necessary for those who are inexperienced teacher implementing ER approach in the classroom activities. The longer the teachers implemented ER, the deeper problem they get in relation to the students’ internal hinders like the students’ interest and motivation. The novice teachers, however, still faced the problems emerged in ‘the introduction phase’ that is the ways to introduce ER to their students, in this sense, a step-by-step guidebook is really helpful for them (Brown, 2009) instead of waiting some years to go getting experiences while the students’ need to be well immersed in the ER activities emerged in the very beginning of ER implementation. Above all, both experienced and novice teachers still got problems in dragging the students’ interests towards the ER. Furthermore, as a win-win solution for both sides, experienced and inexperienced, the ER guidebook is so much helpful for the former and their students as well, while for the latter it is supposedly still beneficial for their students for guiding them the basic activities to which the experienced lecturers can add some if not many innovations.

While, the suggested contents, based on the above-mentioned, begins with the concept of ER, the reading difficulty level, the list of books’ title classified based on their level, the step-by-step guides for the users, the potential activities after reading, and the potential evaluation.

This study, however, needs more data in the students’ point of view regarding the ER implementation with the experienced and inexperienced teachers in terms of their way of teaching particularly in what ways they are different to each other. Besides the potential problems, the students face with the distinct teachers, experienced and novice teachers. Last but not least, the findings must then be either confirming or falsifying the need of guidebook for both types of teachers.

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