


Book Club Discussion: An Extensive Reading Program in Writing Class

Nurul Puspita¹, Umar Alfaruq A. Hasyim², Suhono³, Hana Syafira⁴

¹Universitas Islam Negeri (UIN) RadenIntan Lampung, Indonesia

^{2,3,4}Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung, Indonesia

Corresponding Author:  nurulpuspita@radenintan.ac.id

ABSTRACT

ARTICLE INFO

Article history:

Received
February 24,
2021

Revised
March 07, 2021

Accepted
June 10, 2021

Extensive reading was an approach when the readers read extensively. They read a lot of materials then get enjoyment in the process of reading. The purpose of this research was to describe the process of implementing extensive reading program by using book club discussion in writing class. This research was done on first semester of academic writing students. It was about 20 students. The result showed that the implementation of book club discussion did not only give positive trend to students' reading ability but also their writing ability. Extensive reading program build students' vocabulary and grammar. Furthermore, during the implementation of this program they learnt a lot about process of writing particularly in making a summary. Finally, extensive reading program made gain for students' vocabulary, grammar, and writing.

Keywords: *Extensive Reading Program, Book Club Discussion, Writing Class*

How to cite

Puspita, N., et al., (2021). Book Club Discussion: An Extensive Reading Program in Writing Class. *Attractive : Innovative Education Journal*, 3(2).91-101.

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by

CV. Creative Tugu Pena

INTRODUCTION

Extensive reading is proposed in enlarging good reading routines, to construct understanding of lexis and organization, and to promote a liking for reading (Richard, Platt & Platt, 1992; Jennifer, & Ponniah, 2019). It can be said that extensive reading contributes in increasing second language competence. By doing any reading activities, someone can get positive impact in their daily reading (Umar Al Faruq et al., 2020). In addition, extensive reading occasionally called reading for enjoyment, include reading long pieces of text, for example a story or an article. As you read, your consideration and interest vary; you may read some parts of the text in detail while you may skim through others (Spratt, Pulverness, & Williams, 2011). It implies that in extensive reading reader will get any pleasure or joy in reading books. The materials in reading activities can be vary; like read any stories from novels or comic. The focus is not on the language but the content or plot of the story itself.

Waring and Nation say that Extensive reading involves each learner independently and silently reading lots of material which is at the right level for them. The reading is independent because learners differs in proficiency, reading speed, and interest, so ideally they need to read at their own level of text difficulty and at their own speed. The reading is silent because it should eventually be done at a reasonable reading (2019).

It can be summed up that extensive reading is any activities of reading any stories, articles, and others text for getting enjoyment or pleasure. There are some technique in doing reading like reading part of text while skim through others. The way in doing reading are independently and silently. Day and Bamford explain that there are a number of investigations of extensive reading both second and foreign language setting. With one exception, all were English as a second language (ESL) or English as a foreign language (EFL) programs (1998). It shows that extensive reading program give beneficial contribution to the students. Students reading ability is increased positively in their target language. Beside that the students improve their attitude in reading, enlarge their motivation, and give some gains in English language skills, including vocabulary and writing.

In other word, extensive reading program can be implemented into diverse populations, start from young children to adult. They will get the same advantages while joining this program. There are many variation is completing extensive reading program. Furthermore, the impact of books during the program is clearly positive.

Krashen in Day and Bamford says that the outcomes of implementing extensive reading approach are impressive. The benefits in this program are reading is good for learner, reading is the only way; the only way learner become a good readers (1998:38).

Those beneficials impact of extensive reading inspired some researchers conducting study on that field. The recent researcher was Linuwih that show the possitive effect on implementing extensive reading program in students' writing skill, in other words the extensive reading program effectively improve English Foreign

Language (EFL) students' writing skill (Linuwih, 2021). Another researcher was Sakurai (2017), found positive relationship between extensive reading program towards the ability of micro skill of writing namely vocabullary, grammar, coherence and cohesion. Another possitive effect of extensive reading was found by Yilmaz, it showed that the performance of writing performance and foreign language concept (FLC) of English Foreign Language students were influenced by the extensive reading program (Yilmaz et al., 2020).

Thus, the previous researchers were focusing on exemining the effectiveness of extensive reading program to improve students' writing skill. Those researches found that extensive reading had significant relation and influenced the performance of the students' writing skill. However, the extensive reading program conducted on those researches was general that did not have specific steps. Meanwhile, this research is different from previous one, it was conducted on descriptive qualitative design that aimed to explore the usage of a certain extensive reading program in writing class called book club discussion. This book club discussion is more applicable due to provide with clear steps. Furthermore, those steps are classifying students' reading interest, reading and writing activity and group discussion (Raphael & McMahon, 1994).

According to Richard kern in Puspita and Hasyim (2019), writing is functional communication, making students possible to create imagined worlds of their own design. In the other sentence, Writing is a process that occurs over a period of time, particularly if we take into account the sometimes extended periods of thinking that precede creating an initial draft. It can be assumed that students' imagination can be state in form of text or words. Then, it can be arranged in form of draft. Writing involves the encoding message of some kinds which is translated into ideas language (Byrne in Ardayati, 2017). It means that writing is the process of someone thinking then it is expressed in some words. Moreover, there are many ways to help students in

elaborating their ideas so that they can produce good writing. It also needs the process of writing then it can be more meaningful. Writing is a process of transforming thoughts and ideas into written form (Tarigan&Sianipar, 2014:2). It can be assumed that writing is not only a process of connecting words into sentences or paragraphs, but it is a series of ideas, ordered belief and thinking in the form of words and shared into sentences into form of paragraphs in which every sentences is closely related one another (Suhono et al., 2020). Finally, it can be said that writing is a process that occur over period of time based on someone thinking, feelings, and thought. They can express the ideas into a language. The process connects words into sentence and paragraph.

METHOD

The researchers used qualitative research in finishing this article. Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary et al., 2018). The goal is a holistic picture and depth understanding rather than a numeric analysis of data. This research picture the depth implementation of extensive reading program in writing class. The focus is on describing the way of extensive reading program completion in the book club discussion to train students reading and writing ability.

Sampling, or selection of participant or sites, is important in qualitative research. The researcher used purposive sampling that believed to be sufficient to provide maximum insight and understanding of what they are studying (Donald et al, 2010: 428). The sample of this research is Academic Writing Class "F".

The next step is to choose the data collection method. In addition, the researcher used observation and documents/artifacts. Observation is a basic method for obtaining data in qualitative research. It goals is to complete the description behavior (Donald et al, 2010:431). The researcher observes the activity during the implementation of book club discussion in online platform that is WA group. Moreover, the researcher also used documents/artifact. It was taken from the result of students reading log book.

At last, in analyzing the data, the researcher used interactive data analysis. This technique of analyzing data is started from collecting data, reducing data, displaying data and concluding data (Miles & Huberman, 1994). Moreover, the data collected from the observation and the documentation of book club discussion program were reduced based on the research problems. It included identification of categories and themes of the data. Then, the data display and finally it was concluded.

RESULT AND DISCUSSION

This article described the implementation of book club discussion of extensive reading program in writing class. Technically, the students did some steps of book club discussion in online platform. Moreover, they made their own reading log as result of book club discussion. As we know that in arranging reading log they need to use one of writing technique that is summarizing.

This research is started by introducing extensive reading program. There are some steps in this program. They are providing materials to support the extensive reading program, building interest (choosing materials that emerge students' enthusiasm), and book availability. These activities are done by using online platform that is WA group.

Figure 1 Book Club Discussion Program

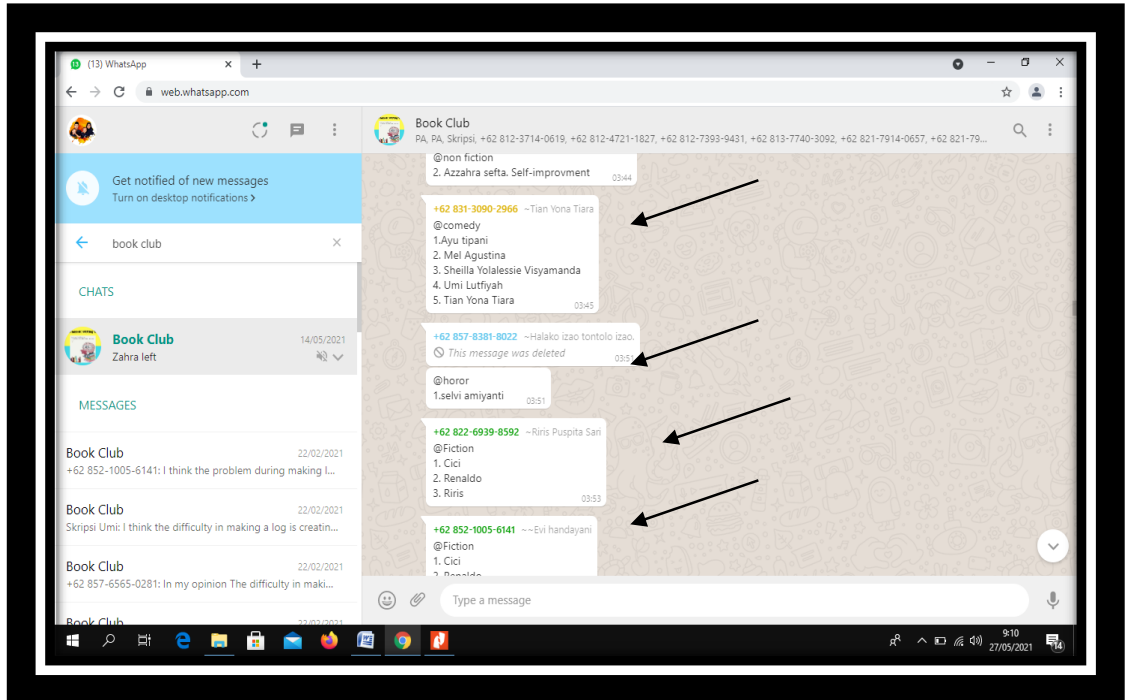
Week	Steps	Note	Benefit
Week I	Classifying students based on their reading interest (topic) in to groups (each group consists of 3-5 students)	Teacher share survey on students reading interest (topic)	Understanding students' reading preferences
Week II-IV	Students begin to read and write on their reading log	Reading log consist of 1. Title 2. Vocabulary 3. Summary 4. Recommendation	Enhance reading skill and writing
Week V	Whole groups discussion	All groups and the teacher discusses the reading log they have written	Understanding the progress of students' writing skill

Book club discussion program was implemented in 5 weeks. There are several steps in the program. First, the researcher sent some options of their interest toward reading books. They can choose freely based on their own desire. In this research, the researcher shared some topics of reading books like fiction, non-fiction, comedy, and horror. Fortunately, the students felt enthusiasm in choosing those topics. It gives any advantages for the students, that they can find their reading preferences. Furthermore, the students started to read their chosen book. They should fulfill some elements in reading log after read whole book. Reading log consist of title, vocabulary, summary, and recommendation. In this activity the important one is on summarizing stage. Through this stage, the students will learn more deeply about the process of writing. They should summarize the core of the book sentence by sentence until produce meaningful paragraph. At last, students together with the researcher did whole discussion. They discussed the reading log that has been written. The researcher also asked some questions relate to the progress of writing the log and some obstacles found by the students during writing the log.

Here are some detail steps of book club discussion:

- (1) dividing the students of 3-6 in group

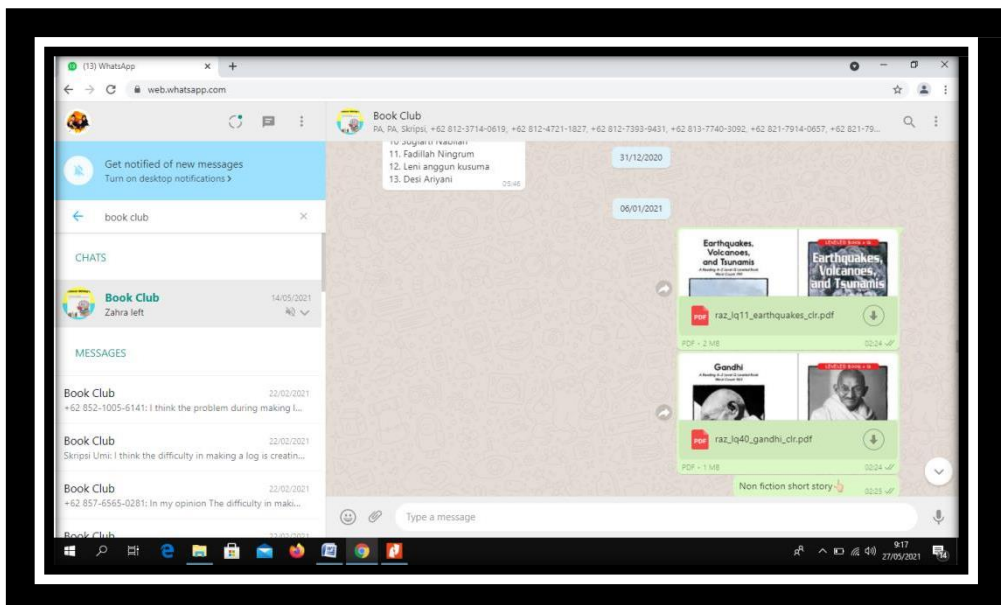
Figure 2 Group Discussion

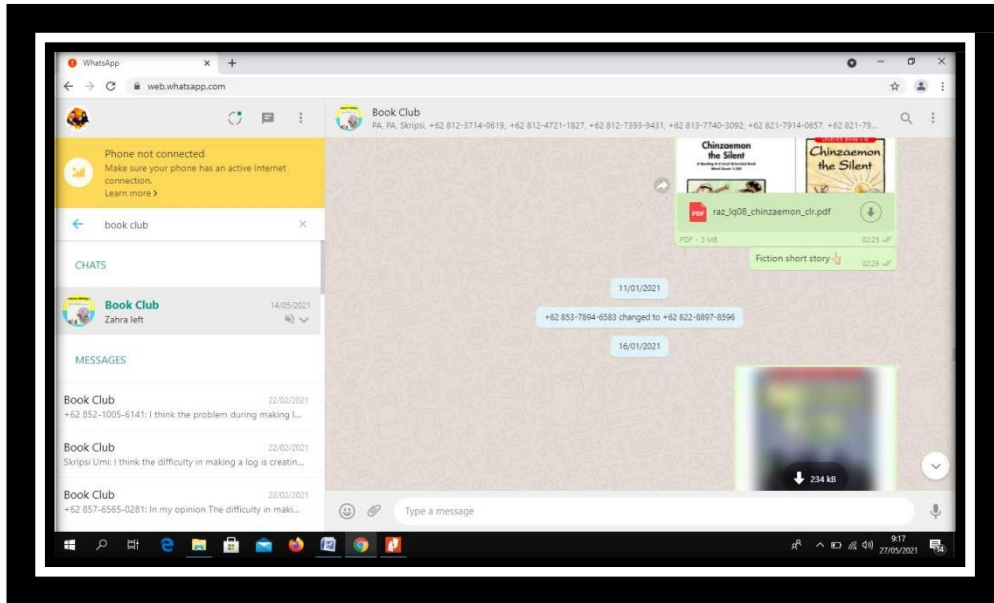


In this stage, the researcher shared survey toward the students' interest while reading a book. The researcher sent some topics or themes. Moreover, there were 4 groups in this research. They were non-fiction, fiction, horror and comedy. Each group consist more than 5 students. The most favorite group is comedy. They loved to read comedy boo

- (2) implementing book club component
 - a. reading

Figure 3 Reading Book

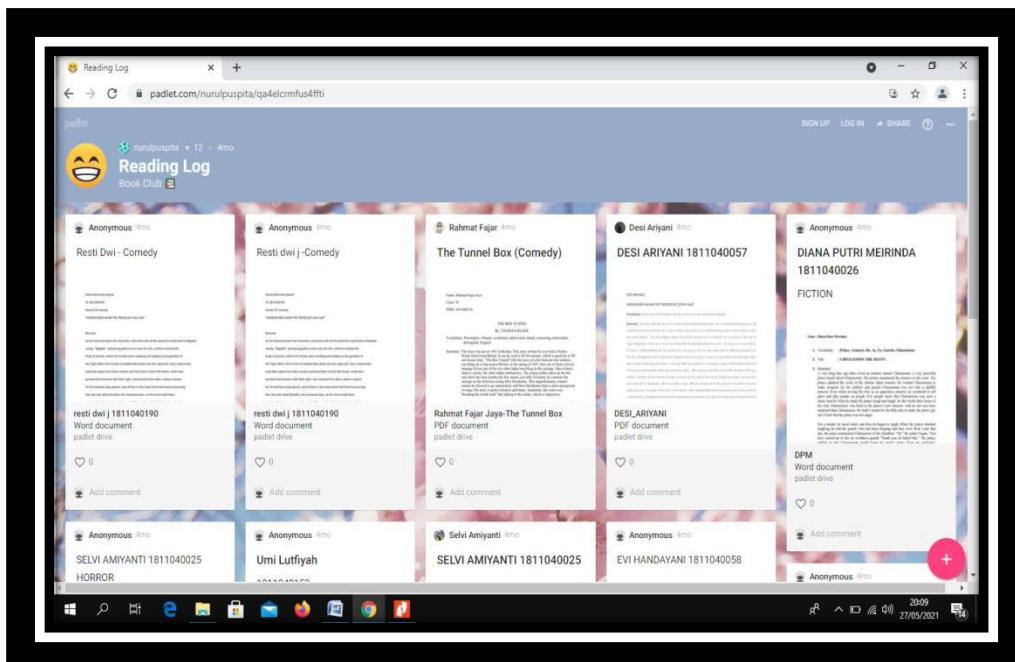




The examples of book of non-fiction are “Earthquake, Volcanoes and Tsunamis and “Gandhi”. Then, there was short story from “Chinzaemon the silent” as fiction book. Luckily, some students liked to read horror book. The title of the book is “Neighborhood Mystery” and “The Secret Adversary by Agatha Christie”. There was also some compilation of stories of comedy given to the students.

b. Writing

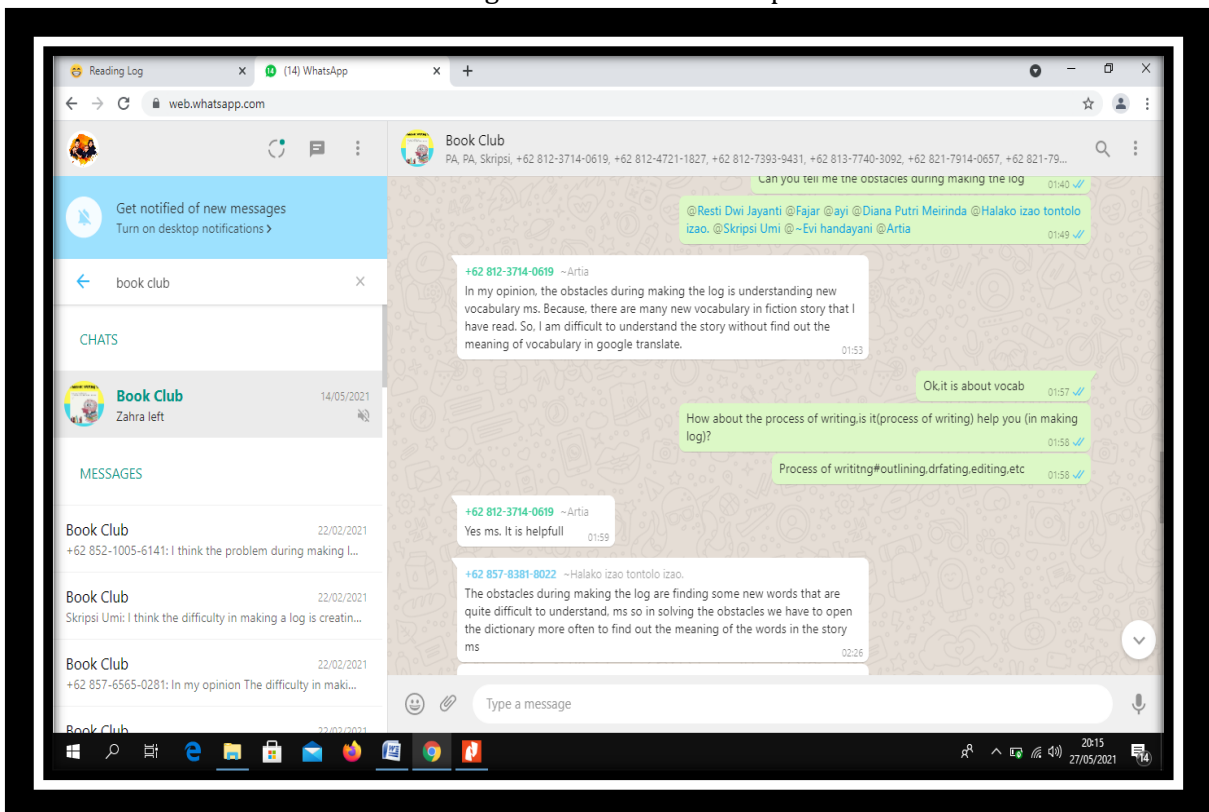
Figure 4 Reading Log



Finishing reading a book, the students continued their next step that was writing reading log. They made the reading log individually. Some elements on reading log were title, vocabulary, summary and recommendation. They have read the whole book then starting to classify some important vocabulary from the book. For example, whisper, overhead, tunnel, etc. this vocabulary is commonly used in this genre of the book. Then, they made their own summary. In this stage the students was trained to use their writing ability in elaborating the core of the story of the book. Absolutely, extensive reading program is not only useful for students' reading ability but also for their writing ability. They can arrange the sentence easily into a good paragraph. The last, the students also could add some recommendation toward the moral message gotten from the story of the book.

c. community sharing

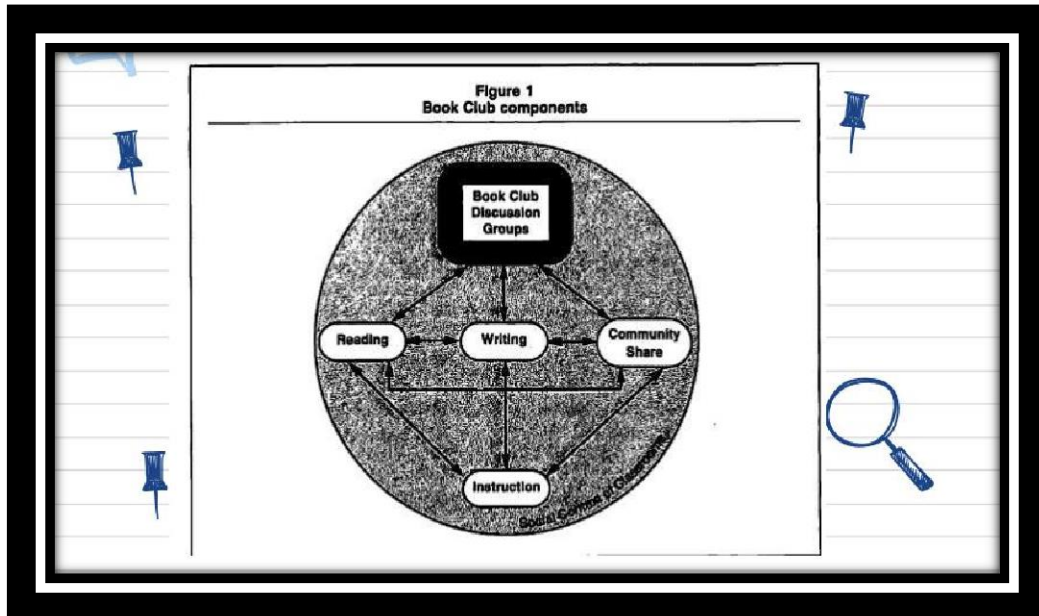
Figure 5 Students' Perceptions 1



Community sharing contributed beneficial activities for the students. By doing this sharing they can discuss about their obstacles in the process of writing. The process of writing is too complex to be implemented. Thus, they could share their problems and found the solutions. They also could see their friends' perception toward the use of extensive reading program in writing class.

d. instruction

Figure 6 Supporting Components



Instructions contented the information from the researcher to organize the component of book club. In others word, the series of book club component started from reading, writing, and community sharing can be implemented well. Its components support each other.

The main finding of the implementation of book club discussion as a part of technique in extensive reading in teaching writing is easy, integrative and applicable. It means that this program can be easily done by the lecturer and the students. Moreover, it is an integrative teaching and learning process that combined receptive skill (reading) and productive skill (writing). Finally, it can be easily applied even though in online learning. The components or the steps of book club discussion can be applied by using online platform namely WhatsApp (WA) group and Padlet. Furthermore, the WA group can be used in discussion phase and padlet can be applied as a media for writing (writing log).

The researchers had conducted similar studies on extensive reading mainly focus on the benefit, effectiveness and the correlation of extensive reading as an approach to improve writing skill. It was conducted by Hadiyanto (2019) implemented writing project after conducting extensive reading, it found that the creativity and the imagination of the student improved that useful for students in conducting creative writing. Moreover, another researchers are Salehi, Asgari and Amini(2015) found the positive effect of implementing extensive reading in pre-university students in Iran towards the performance of their writing. Another positive impact of extensive reading in writing class was found by Aida and Widiyati (2020), that specifically showed the improvement of students' writing performance on explanation text.

Furthermore, extensive reading also influenced positively and improve writing performance of Thai English foreign language learners (EFL) as well as Hawaiian EFL

learners (Kirin, 2010; Mermelstein, 2015). English foreign language learners in Indonesia also used extensive reading program to enhance their performance in general English skill including writing skill, that research was conducted by Delfi dan Yamat (2017) which showed that the extensive reading can improve students' in English foreign language mastery. Book club evolved as a collaborative study among university-and school-based researchers (McMahon, 1992; Raphael et al., 1992). This club maintains students' discussion in a group. They can do community share and get any instruction. In this case, the students will obtain many activities in book club. First, the researcher classifies students' interest in reading a book. She served some topic of books and shares the survey about their interest. Second, the students start to read a book based on their interest. After finishing reading a book the students try to write their own log book by using their own word in reading log. The last, they will discuss the result of their writing in book club.

This research has differences from the previous researches. It applied book club discussion as a technique in extensive reading approach. Moreover, different from other researchers, the researcher integrates reading and writing skill that support each others. The application of the steps in book club discussion applied online platform. In the first phase, the students are discussed their favorite topic of reading sources through WA group. The second step, the students are applying reading activity and after that conducting writing activity. Those activities are conducted in padlet (online application) that is completed with writing log. Finally, the students discuss their works in WA group.

This research contributes to enhance English as a Foreign Language (EFL) literacy through extensive reading and writing. Furthermore, this study also contributes to the development EFL teaching technique through integrating receptive skill (reading) and productive skill (writing). Another contribution of this study is that book club discussion provide with meaningful and collaborative learning for the students as well as the teachers. The finding of extensive reading program provide positive impact to the students. The program makes gain in various aspects of proficiency in the target language. Specifically, extensive reading program also improve students' micro skills of writing and foreign language concept. Therefore, the extensive reading need to be explore more in order to give new alternative of teaching writing through integrating receptive skill namely reading and productive skill called writing. Furthermore, the extensive reading program should also in term of technique that provides with steps on doing the program, this program is book club discussion.

CONCLUSION

Extensive Reading gives students opportunity to read longer pieces of reading, which they choose, which they can read at their own speed and at their own ability level. Thus, they will obtain pleasure. From the result of discussion gotten in this research it can be assumed that the implementation of book club discussion as one of the extensive reading program give positive contribution for the students. The beneficial of this program led to more improvement of gain in students' vocabulary, grammar, and writing ability. Another perspective of research on book club discussion is possibly to be conducted. Therefore, for next researcher need to focus on the development of online integrated platform to make the book club discussion more easily access everywhere. Moreover, for the teachers and the students need to prepare psychologically on conducting this book club discussion due this program need more time and energy.

ACKNOWLEDGEMENT

The completion of this research could not have been possible without any good collaboration among the team of researcher. Furthermore, a debt of gratitude is also owed to all the students of academic writing class. During this pandemic situation, the students still showed positive energy in doing online lecture.

AUTHOR CONTRIBUTION STATEMENT

This research was completed by two researchers from two different colleges. NP is the first researcher arranged the whole stage of research. It started from preparation, implementation, and result. Moreover, UA and SH contributed to assist in the discussion and edited some aspect of this article.

REFERENCES

- Ardayati. (2017). Teaching Writing By Using Synergetic Teaching Strategy To The EighthGrade Students OfSmpNegeri 3 Lubuklinggau. *MENDIDIK: JurnalKajianPendidikandanPengajaran*. Volume 3, No 1, April 2017: Page 19-24.. [Google Scholar](#)
- Ary, D., et al. (2010). *Introduction to Research in Education*. Canada: Cengage Learning. [Google Scholar](#)
- Day, R., R., & Bamford, J., (1998). *Extensive Reading in the Second Language Classroom*. Cambridge: Cambridge University Press. <https://doi.org/10.1177%2F003368829802900211>
- Aida, S. N., & Widiyati, E. (2020). Extensive reading to improve students' writing of explanation text. *EduLite: Journal of English Education, Literature and Culture*, 5(1), 109–117. <http://dx.doi.org/10.30659/e.5.1.109-117>
- Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning. [Google Scholar](#)
- Delfi, S., & Yamat, H. (2017). Extensive reading in developing language Competency for Indonesian EFL Learners Majoring in English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 1(2), 153–164. <http://dx.doi.org/10.21093/ijeltal.v1i2.20>
- Hadiyanto, A. K. (2019). Students' collaborative story writing project in an extensive reading program. *TEFLIN Journal*, 30(2), 197–211. <http://dx.doi.org/10.15639/teflinjournal.v30i2/197-211>
- Jennifer, J. M., & Ponniah, R. J. (2019). Improving the Writing Abilities of First Year Undergraduates through Extensive Reading. *Journal of Asia TEFL*, 16(4), 1404. [Google Scholar](#)
- Kirin, W. (2010). Effects of extensive reading on students' writing ability in an EFL class. *Journal of Asia TEFL*, 7(1). [Google Scholar](#)
- Linuwih, E. R. (2021). The Effectiveness of Extensive Reading in Improving EFL Academic Writing. *Journal of English Language Teaching and Linguistics*, 6(1), 167–177. <https://dx.doi.org/10.21462/jeltl.v6i1.514>
- Mermelstein, A. D. (2015). Improving EFL Learners' Writing through Enhanced Extensive Reading. *Reading in a Foreign Language*, 27(2), 182–198. <https://eric.ed.gov/?id=EJ1078420>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. SAGE. [Google Scholar](#)
- Puspita, N., & Hasyim, U. A. A. (2019). Implementing Blended Learning to Promote Sustainable Teaching and Learning Process in Writing Class. *English Education:*

- Jurnal Tadris Bahasa Inggris*, 12(1), 120–128.<https://doi.org/10.24042/ee-jtbi.v12i1.4427>
- Raphael, T. E., & McMahon, S. I. (1994). Book Club: An Alternative Framework for Reading Instruction. *The Reading Teacher*, 48(2), 102–116.
<https://doi.org/10.1598/RT.48.2.1>
- Sakurai, N. (2017). The relationship between the amount of extensive reading and the writing performance. *The Reading Matrix: An International Online Journal*, 17(2), 142–164.[Google Scholar](#)
- Salehi, H., Asgari, M., & Amini, M. (2015). Impacts of the extensive reading texts on the writing performance of Iranian EFL pre-university students. *Asian Journal of Education and E-Learning*, 3(4).[Google Scholar](#)
- Suhono, S., Zuniati, M., Pratiwi, W., & Hasyim, U. A. A. (2020). *Clarifying Google Translate Problems Of Indonesia-English Translation Of Abstract Scientific Writing*.[Google Scholar](#)
- Umar Al Faruq, A. H., Sari, Y. A., & Puspita, N. (2020). Applying of Cooperative Integrated Reading and Composition (CIRC) Strategy on Students' Reading Comprehension. *Anglophile Journal*, 1(1), 41–47.<https://dx.doi.org/10.51278/anglophile.v1i1.80>
- Yilmaz, M., Atay, D., & Er, M. (2020). *The Effects of Extensive Reading on Turkish Learners' L2 Reading/Writing Performance and Foreign Language Self-Concept*.<http://hdl.handle.net/20.500.12627/502>
- Nation, I.S.P., & Waring, R., (2019). *Teaching Extensive Reading In Another Language*. New York: Taylor & Francis.[Google Scholar](#)
- Raphael, T. E., McMahon, S.I., Goafley, V.J., Bentley, J.L., Boyd, F.B., Pardo, L.S., & Woodman, D.A. (1992). Research Direction: Literature and Discussion in the Reading Program. *Language Arts*, 69, 55–61.<https://www.jstor.org/stable/41411560?seq=1>
- Richard, J.C., Platt, J., & Platt, H. (1992). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman.[Google Scholar](#)
- Spratt, M., Pulverness, A., & Melanie, W. (2011). *The TKT Course: Module 1, 2, and 3*. Cambridge: Cambridge University Press.
- Tarigan, Y., P. & Sianipar, Y., A. Improving Students' Achievement in Writing Descriptive Paragraph Through Simultaneous Roundtable Strategy. *Transform: Journal of English Language Teaching and Learning of FBS UNIMED*. Vol 3, No 2 (2014). [Google Scholar](#)

Copyright Holder :

© Puspita, E., et al.,, (2021)

First Publication Right :

© Attractive : Innovative Education Journal

This article is under:

