DEVELOPING EXTENSIVE READING MATERIALS OF KUBU RAYA FOLKTALES FOR SENIOR HIGH SCHOOL STUDENTS

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Abstract

Due to the limited numbers of English books where students can read in the literacy program and teachers can use as reference in teaching English in the class, this present study aimed to develop reading material of Kubu Raya folktales for teachers. In conducting this research, the researcher adapted ADDIE model which used only four phases, namely, analyze, design, develop and implementation. The subject of this research was the grade X MIPA 1 students of SMA N 1 Sungai Kakap, Kubu Raya. Questionnaire and interview were conducted to gather the data from the school. The finding revealed that students were in need of English books that could increase their interest in reading in English with the culture that students were familiar with. Thus, this study developed extensive reading material in the form of a story book that consisted of ten stories from Kubu Raya folktales where students were mostly come from. It is recommended for the future research to evaluate the product developed in this study and to add more stories and cover more samples.

Keywords: Extensive reading, Materials, Folktales

INTRODUCTION

Reading activity in and outside of the classroom has always become the target of complain from the teachers in SMA N 1 Sungai Kakap. It has become the concern of the teachers in regard with drawing students’ interest and motivation in reading. With low literacy culture, it is proved to be challenging for teachers to assign students to read. Even teachers themselves have a very low interest in reading.

SMA N 1 Sungai Kakap, Kubu Raya does not escape the preceding problems. In English Language classroom in this school, it is very challenging for teachers to teach students’ reading. This is partly due to the way of reading is approached in the language class; that is, intensive reading. Intensive reading procedures focus on the teaching of discrete reading skills that focus on reading strategies which later followed by activity on dictionary, test, exercise and questions. This approach, however, may work with students who in the first place like to read and have a level of comprehension that is sufficient. Students in high school do not like reading and hardly ever read English books.

In addition, there are limited numbers of English books in school library for students to choose from. Especially, when it comes to English books that students
can read for pleasure and entertainment, they are almost unavailable. Moreover, extensive reading books that are available in bookstores are either too expensive for middle-class society or too unfamiliar for students in regard with the background of the story as well the culture.

Thus, to address this issue, the researcher conducted this study by developing an extensive reading material with local folklore where the reference and the culture that students are familiar with. In addition, with interesting design and students’ language level in SMA N 1 can motivate students to read and improve their reading skill. Therefore, students are introduced to a pleasant experience in reading by presenting them interesting books to choose from, with the text in their language level and within their background and experience. In extensive reading, students are reading principally for the content, pleasure and information. Without trying the reading into class assignment, students are encouraged to read for pleasure and should become better readers.

Extensive reading has several defining characteristics that distinguish extensive reading with most reading activity, such as, short text with few unknown words, enjoyable, interesting topics for learners to choose from and entertaining. (Watkins, 2018, p.2). Extensive reading fits into meaning-focused input with a few unknown word and basic grammar items, hence provides the condition for fluency development. (Nation, 2009, p. 49). Unlike intensive reading, extensive reading does not accompanied by other activities such as exercises and tests. (Nation, 2009, p. 53)

Many experts suggest that extensive reading contribute to vocabulary and reading development, read more fluently and with better comprehension. (Grabe & L. Stoller, 2011, p.76; Watkins, 2018, p.3). In addition, research suggest that learners who read for enjoyment and for substantial amounts of time are higher in achievement (Grabe, 2009, p. 311) and can benefit the performance of all language skills such as writing development and grammar acquisition. (Watkins, 2018, p.3).

Studies concerning extensive reading vary in terms of different study focus and reveal the benefits of extensive reading in different area of language skills. Among the many areas that extensive reading has been consistently found beneficial for L2 learners is reading comprehension. This includes reading attitude (e.g., Chin–Neng, 2013; Lake, 2014; Takase, 2007; Yamashita, 2013), reading comprehension (Rezaee, 2011; Lin, 2010; Edy, 2014), reading speed (e.g., Al–Homoud, 2012; Beglar, 2012), reading rate and fluency (Beglar, Hunt & Kite, 2012; Beglar & Hunt, 2014; Iwahori, 2008; Perfetti, 2007; McLean & Rouault, 2017; Huffman, 2014; Beglar, Hunt & Kite, 2012) and writing ability (Mermelstein, 2015).

Extensive reading has been continuously studied as a promising instructional method for improving students’ language proficiency. However numerous research has also revealed that not only students benefit in their language proficiency but also improve in their attitude and motivation (de Burgh-Hirabe & Feryok, 2013; Judge, 2011; Kirchhoff, 2013; Komiyama, 2013; Ro, 2016) toward learning L2. Extensive reading promotes positive attitude because
extensive reading allows students to choose what they want to read at their levels and reading is its own reward, therefore it generates feelings of joy which in turn improve their motivation to read (Judge, 2011; Taboada & McElvany, 2009). It has been proven with the above considerable amount of research that extensive reading offer promising results on student second language acquisition.

Grabe (2009) sums up several benefits that can be gained through extensive reading based on research. The first and probably the most suggestive results on the benefits that extensive reading brings to readers is closely associated with positive attitudes and motivation (Grabe, 2009, p.323). Motivation, being one of the most important factors for learners to study, can help students to acquire language and skills easier. Second, is vocabulary growth. With the amount of exposure to vocabulary in reading helps readers to learn new vocabulary in reading (p. 324). The next one is the development of language and literacy skills. The last one is conceptual-knowledge growth. It is argued that students who read a lot through extensive reading “gain in world knowledge and conceptual knowledge in comparison with students who read much less. (p.324).

Although extensive reading should be relatively easy and contain only a few unknown words, simplified the text proves to reduce the quality of input required for second language acquisition. In order to overcome this problems, Nation (2008, p. 58) suggests three ways to help with the vocabulary load of extensive reading other than simplified the text. They are glossing, computer-assisted reading and elaborating.

Glossing involves providing the meaning of the words next to the unknown word instead of provide the glossing at the end of the text in order not to disturb the reading too much (p.58). Computer-assisted reading involves a program that can help readers to know the meaning of a certain word by clicking on that particular word. (p.59). The last one is elaboration. Elaboration “Elaboration involves the rewriting of texts but it involves adding to the original text rather than removing or replacing what is there.”(p.59)

In designing extensive reading materials, Watkins (2018, p.8) recommends several requirement for teachers and materials researcher to help learners in building their language proficiency through extensive reading. They are providing varied materials that can ensure learners to find texts that they are interested in and are of an appropriate level, promoting the benefits of ER, including linguistic benefits, so that ‘reading for pleasure’ is not the only motivation, model good reading habits, including material that has short sections, which are less intimidating for reluctant readers, and are favored by boys. In addition, there are several considerations in designing extensive reading materials such as consider varied delivery patterns (e.g. material to be read on a phone), formats for writing that a young audience can relate to (e.g. based around instant messages), enhancing input to aid vocabulary acquisition (e.g. highlighter effects for new items), building in repeated exposure to key items, Consider providing audio material with texts.

In addition, Tomlinson (2011) emphasizes the strategy of visualization in reading comprehension by converting the words on the page into pictures in the
mind. “Some of the factors which determine vividness of visualization are motivation, topic familiarity, topic interest, relevance to previous experience and familiarity with the language of the text. (Tomlinson, 2011). Therefore, with pre-reading activities discussing the meaning of unknown words and localizing materials can be good strategies to help students in reading comprehension and improve their reading skills.

This study aims to develop local folklore extensive reading materials for teachers and students. Teachers can use the material from this study as a reference for extensive reading activity in classroom, to provide various texts and topics for students to choose from and for the adding to the new collection into schools’ library and to help adding to school’ library collections for literacy movement so that students now have the choice to choose English books within their language level and inside their experience with familiar culture. The researcher also developed that the folklore that existed in Kubu Raya is considered as something that must be known by the future generation and needs to be preserved.

**METHODOLOGY**

Considering the aim of this research and the problem statements, this research adapted educational research and development. In this research, the researcher used ADDIE Model to develop local folklore reading material. ADDI consists of analysis in which this is related to students and teachers’ need in extensive reading, design which includes content, stories and text, develop, implementation. However, the last step of this model which is evaluation was not conducted due to limited time and will be suggested for further research in order to evaluate whether this product can be used for wide and general audience.

The present research was conducted at SMA N 1 Sungai Kakap. The participants are X MIPA 1 students of SMA N 1 Sungai Kakap, Kubu Raya. The researcher is also the English teacher of this class.

**Data Collection**

In collecting data, the researcher used questionnaire. Need analysis questionnaire was directed at students in order to identify the students need in learning English language, specifically in reading. There are several information that was being collected in need analysis such as target situation analysis and objective needs, present situation analysis (identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation) and learner factor analysis (identification of learner factors such as their motivation, how they learn and their perceptions of their needs). The teacher was also interviewed. The interview was meant to gather information about the struggle faced by teachers in teaching reading, moreover, to gain insight of what the ideal and expected English textbook that can address their students’ need in learning English.

**Technique of Data Collection**

The researcher used descriptive analysis to analyze the data. The researcher analyzed students’ response from the questionnaire. To get the percentage of each coding frequencies the questionnaire, the data was analyzed by
rating scale. Adapted from Harry Walker’s instrument (2013), the scale was score by this formula:

\[ P = \frac{f_x \times 100}{\text{amount of point} \times \text{amount of categories}} \]

- \( P \) = Percentage
- \( F \) = Frequency
- \( N \) = Total of respondents
- 100% = Fixed Number

FINDINGS AND DISCUSSION

1. Kind of Reading Material Needs by the Students

Need analysis is conducted to determine the competencies that need to be achieved by students to improve their learning and gather information on students learning environment and their existing knowledge. The need analysis questionnaire that has been distributed to the students revealed that students are in need of English textbook with the culture that students’ are familiar with.

In regard with the students’ language proficiency, even though they are in senior high school, most of them still in the beginner level. Therefore, the language in English textbook are developed accordingly. In designing the material, students prefer to read English books with pictures, full of colors, glossary and easy language. Thus, this preference from the students becomes the foundation in designing the material.

2. The Designing of Extensive Reading Material using Folktales

After the gathering of need analysis and finding kind of reading materials need by the student the researcher decides what stories that should be taken with the consideration such as the appropriateness of the stories, the length and the familiarity of the stories to the students. Other things that were decided in this phase was how many stories should be taken, the design of the books, kind of paper and the font that are used. As to the number of stories, the researcher decided to take 10 stories. This due to the complete stories that can be found surrounded Kakap folklore and also the resources that can be found.

In designing the material, the researcher uses an app called ‘Canva’. It is an application that can help user to design various things from power point and pictures to brochure and books. In designing the material, the researcher uses different theme for each stories. There are ten stories; therefore, there are ten themes. Each story with each theme is designed with full of colors and pictures. The pictures and color represent the stories in the material. There are ten stories that consist of eight folktales and two legends. The stories are taken from Rudi Hartono’s blog. Each stories follow by either riddle or quiz in order to challenge students and make reading enjoyable.

3. The Constructment of Extensive Reading Materials Using Folktales

The researcher developed the material by putting together all the stories and started the developing process. The material developed in this study is in the form of story book. In designing the product, the story book in this study consist of cover and ten story.
The cover of the book described the six tribes in Kubu Raya with Salam Menanjak for its slogan and the name of the researcher. In designing the cover, the researcher consider students age that is teenagers. The choice of the color is warm tone. Students are likely to like cover that has pictures with eye-catching color.

Each story is preceded by a cover for the title of the story. There are ten stories; hence, ten covers for the title for each story. This cover for the title of each story is where students can find information about the title of the story. It is designed with bright colors and in some stories it includes the real picture of the place. Some students might be familiar with the place or even have visited the place in picture. Therefore, students can relate the story with their life experience.

To make the story book more interesting the researcher added riddle before some stories and quiz at the end of others story. The riddle and quiz were given to make the student curious about the story and interested to read the story. The riddle consist of two questions given before some of the story and there is a quiz that asked about feeling that suits to the emoticon given and asked about the picture based on others story.

The product developed in this study is in the form of story book in English with the stories taken from the local folklores. Because the product is developed based on the need analysis that had been conducted by the researcher; therefore, students’ need became the foundation in developing the product. The results of the need analysis reveal that students are in need of English books with stories within their cultural familiarity, in another word stories from their local place.

The aim of this research is to develop an appropriate and interesting product that can provide students with extensive reading materials that is based on students’ cultural background in this case students’ local culture. The product in this study can help students to increase their motivation in reading. With colorful design and animation pictures, the product can also draw students’ interests. The following pictures are the examples of the material.
The preceding picture is the example for the cover of each story. Picture one shows the cover for story number five. The title is the crying stone. The story was about a girl who disobeyed her mother and turned into a stone as a result of her mother’s prayer. The design for each cover depends on the theme of the story. Like the story number five, the researcher put a picture of a stone with tear.

The following pictures are the example of the story itself. The design of the story was created in accordance to the theme. There are also pictures that highlight the topic for each paragraph. This visual is to help students to understand the overall topic from each page. Difficult words are marked red. Students can find the meaning for those difficult words in the glossary provided at the end of the story.

Picture 2
The language that are on their level and glossary provided in the end of each story can also ease students in reading English; thus, students do not overwhelm and burdened by the language. As for the teachers, not only the product can be a reference for extensive reading activity but also can be a reference for intensive reading activity by adding questions for the story. Teachers can also benefit from this product. Teachers can use the product in this study as a reference to teach in classroom.

This study confirms the previous study by Yusuf (2017) that argues using local folklore can benefits students in a way it increases their interest and motivation; in addition, students are also be able to relate the story with their cultural background. Furthermore, the benefits from localized materials that have been argued in this study are also confirmed by the previous study by Mahabadi (2013) The results reveal that the use of culturally familiar materials is beneficial for students’ learning process and decreased the foreign nuance of the material; thus, it reduces the stress level of the students due to the familiarity of the material.

The product in this study can help students to increase their motivation in reading. With colorful design and animation pictures, the product can also draw
students’ interests. The language that are on their level and glossary provided in the end of each story can also ease students in reading English; thus, students do not overwhelm and burdened by the language. As for the teachers, not only the product can be a reference for extensive reading activity but also can be a reference for intensive reading activity by adding questions for the story.

There are several limitations in this study. The first one is the limitation of the language level. Since the product in this study is designed based on the need analysis from the school in Kubu Raya other school might have different language level. Second, the stories are not represented all the folklores in Kubu Raya with only ten stories. Third, the product has not yet implemented and evaluated due to the pandemic that does not allow students to come to the class. Therefore, it is suggested for future research to fill the limitations of this study

CONCLUSION
Need analysis from this study reveal that the teacher and the students need English books. As a reference for the teacher and as reading material for students. Due to the lack of awareness of the importance of English in this era, students do not see it as necessary to own or to buy English books especially considering most of students’ economic background. Therefore, need analysis questionnaire that has been distributed to students reveal that they need English books that are available for them to read in school. The teacher can also uses this material as teaching material in reading section. This product also developed in order to enhance students’ motivation and increase their interest in reading English books with the background that they are familiar with.

There are several limitation in this study. First, the need analysis is only limited to one school with one class as the participant. Second, the stories in this study is only developed based on the local stories of the school that is Kakap Regency. The last one is that this study is missing the implementation and evaluation phases Therefore, it is suggested for the future research to cover more participants in different schools with variations of stories. In addition, the future research can also conduct the implementation and evaluation of the product has been developed in this study.

REFERENCES


