



TATIK MUFLIAH, NAILUL AUTHAR

Implication of English Vocabulary Instruction through Pictures for Elementary Students

**NOVI RAHMANIA AQUARIZA, SYAFI'UL ANAM,
PRATIWI RETNANINGDYAH**

10 Minutes Extensive Reading and Its Effect for Learners' Writing and Speaking Skill

**ROSI ANJARWATI, IMA CHUSNUL CHOTIMAH,
LAILATUS SA'ADAH**

Students' Order Thinking Skill in Learning English

DANIAR SOFENY

Self Assessment in Writing Skill of Introverted Students

KHUSNUL KHOTIMAH

A Study of Language Styles Used in the Queen Movie

LAILI MAHBUBAH, FATIH AL FAUZI, DIHLIZA BASYA

Examining Guided Note Taking Method to Assist Listening Skill at Madrasah Aliyah Arrisalah Curah Kates Ajung

MUHAMMAD MUJTABA MITRA

Origami: An Alternative Media to Teach Procedure Text in Speaking

Diterbitkan oleh:

**Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Islam Lamongan**



DEWAN REDAKSI

- Penanggung Jawab** : Dr. Madekhan, S.Pd., M.Si.
Ketua : Abdullah Farih, M.Pd.
Sekretaris : Riya Risqi Setyaningrum., M.Pd.
- Editor Manajemen** : 1. Dian Luthfiyati, M.Pd.
2. Diah Astuty, M.Pd.
- Editor Tata Kelola** : 1. Riryn Fatmawaty, M.Pd.
2. Hariyanto, S.Pd., M.Ip.
- Reviewer** : 1. Dr. Like Raskova Octaberlina, M.Ed.
(*UIN Maulana Malik Ibrahim Malang*)
2. Siti Nurul Azkiyah, Ph.D.
(*UIN Syarif Hidayatullah Jakarta*)
3. Sastika Seli, S.Pd., M.A.
(*STKIP Lubuk Linggau*)
4. Ayu Oktaviani, S.Pd., M.A.
(*STKIP Lubuk Linggau*)

PENERBIT

Program Studi Pendidikan Bahasa Inggris
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Islam Lamongan

KANTOR

Fakultas Keguruan dan Ilmu Pendidikan
Gedung A Universitas Islam Lamongan
Jl. Veteran No. 53 A Lamongan
Telp. (0322)324706/ 317116.
Email: fkipunisla@gmail.com



TATIK MUFLIHAN, NAILUL AUTHAR (183-186)

Implication of English Vocabulary Instruction through Pictures for Elementary Students

**NOVI RAHMANIA AQUARIZA, SYAFI'UL ANAM,
PRATIWI RETNANINGDYAH (187-189)**

10 Minutes Extensive Reading and Its Effect for Learners' Writing and Speaking Skill

**ROSI ANJARWATI, IMA CHUSNUL CHOTIMAH,
LAILATUS SA'ADAH (190-198)**

Students' Order Thinking Skill in Learning English

DANIAR SOFENY (199-205)

Self Assessment in Writing Skill of Introverted Students

KHUSNUL KHOTIMAH (206-211)

A Study of Language Styles Used in the Queen Movie

**LAILI MAHBUBAH, FATIH AL FAUZI, DIHLIZA BASYA
(212-215)**

Examining Guided Note Taking Method to Assist Listening Skill at Madrasah Aliyah Arrisalah Curah Kates Ajung

MUHAMMAD MUJTABA MITRA (216-226)

Origami: An Alternative Media to Teach Procedure Text in Speaking

10 MINUTES EXTENSIVE READING AND ITS EFFECT FOR LEARNERS' WRITING AND SPEAKING SKILL

Novi Rahmania Aquariza, Syafi'ul Anam, Pratiwi Retnaningdyah

novi.17070835065@mhs.unesa.ac.id, syafilul.anam@unesa.ac.id, pratiwiretnaningdyah@unesa.ac.id
Fakultas Keguruan dan Ilmu Pendidikan Universitas Nahdlatul Ulama Surabaya, Fakultas Bahasa dan Seni
Universitas Negeri Surabaya

ABSTRACT

In this article an explanation of what Extensive Reading is delivered. The article starts by delivering the general idea of what Extensive Reading is. Then the possible benefits and also obstacles of it are also delivered as well as the previous study discussed. Then, the origin of writing and speaking skill stated in line with the steps of how to apply the Extensive Reading in the teaching and learning process are also detailed in this article.

Key words: *Extensive Reading, Writing Skill, Speaking Skill.*

INTRODUCTION

Reading is an essential skill in learning foreign languages especially; for supporting higher education and also for one's future career (Channuan and Wasanasomsithi in Yulia, 2018). Learner who has a sufficient reading habit will get a different knowledge and skill with the learner who hasn't a reading habit. It can be shown from their performance in class. In short, reading is the most emphasized skill in teaching traditional foreign languages and has become an outstanding thing of EFL teaching in some countries. (Susser and Rob in Yulia, 2018). Because of less language exposure that is owned by foreign language learners, Extensive Reading is decided to be suitable to provoke interest in reading a compatible language (Yulia, 2018).

The aim of Extensive Reading is enhancing the learners to read the material extensively which interests them as well as to improve cognitive in reading comprehension (Channuan & Wasanasomsithi in Yulia, 2018). It is very essential for learners to get, because class setting sometimes doesn't give them a chance to read. So, having a reading activity outclass is so much good for them.

Extensive Reading means a reading activity of some materials, the level of which is suitable for the reader, and more importantly, they are free to choose it themselves.

Extensive Reading programs must not facilitate a test, thus the teacher may give simple questions to the learners related to the book or text they've read. Such as its title, identity, level, how long it took to read and also the detail of information followed the quality of the book. (Yulia, 2018)

In order to support an Extensive Reading, there are some possible supporting activities known. One of them is writing a reflective paper. The function of this activity is, assessing and sustaining learners' interest. In short, it is a supporting activity after the learners accomplish their Extensive Reading.

In the other side, there are some activities known as supporting activities for Extensive Reading. Such as Oral Book Reporting, Making presentation based on a selected book, Making a diary of a given book and discussing with the group work, and Copying interesting new words. (Yulia, 2018) Another alternative activity that possible to apply after Extensive Reading are designing promotion posters

and drawing a picture of a scene. Learners can express their feeling and thought of the book they've read into one of follow up activities above.

Sun (2014) conducted an online Extensive Reading program through a digital classroom. It proposed for elementary learners and used an online writing as a follow up activity after the implementation of Extensive Reading.

The researcher analyzed the data both qualitative and quantitatively to find out scores from the teacher as judges, comments from classmates and writing speed data observed by a system. The result concluded as the Extensive Reading is not only has a function to provoke learner's interest in reading, but also to cultivating the ability to write as well. Because of it's conducted in an online form, thus the researcher suggest to another researcher to conduct a typical research but in a paper form.

Considering that Extensive Reading is very good to apply, the researcher then conduct it into a classroom activity, especially before starting the subject material. It is implemented in 10 minutes duration and it is proposed to develop students' writing and speaking skill.

DISCUSSION

Improving Learners' Speaking and Writing Skill Through Extensive Reading

There are some problems usually arise in getting EFL learners to talk in the classroom. First, learners are unable to relax and express their feeling in a natural way. It is cused by some factors such as learners are worried about making mistakes, fearful of criticism, or simply shy in getting other's attention of what they've said.

Sometimes learners are complaining that they cannot find out what to say and less idea in expressing themselves beyond the guilty feeling that

they have to speak. Thus, an English teacher should be aware by this case. If this situation happened, it automatically caused few or maybe no participation of learners in the classroom activities which need them to speak.

This 10 minutes Extensive Reading activity can be a solution of those problem related to the speaking. This activity gives the learners idea, so they can find out idea easily and there will no more reluctant feeling to speak in front of classroom.

Not only give the learners idea to speak. This 10 minutes Extensive Reading also able to stimulate the learners to write something. In this case, re-write what they've read using their own language based on their comprehension.

Giving Instruction

Teacher opens the class by greeting and checking students' attendance as usual then before starting the material, the teacher let the learners to read that text they've brought. It is usually tematically based on the material that will be delivered on that day.

The teacher warns the learners that they just have 10 minutes to read the text thoroughly. It is counted by stopwatch to make it accurate. Then the learners start to read the text until the teacher stops that Extensive Reading session in 10 minutes.

The process runs smoothly because learners are forced to read the text and also curious about what is the next instruction that will be delivered by the teacher.

Checking Comprehension

This Extensive Reading target is able to improve the EFL learners speaking and writing skill. Thus a checking comprehension stage is needed to evaluate how far it works. The teacher conducts a presentation stage where the EFL learners practice to do a presentation. After doing a

presentation, the EFL students has to reflects their performance towards the materials they've read before. It is expected that the materials they have read are able to make their presentation better; thus the Extensive Reading is effective to improve EFL learner's speaking skill.

Production

After accomplishing the Extensive Reading, there is a supporting activity for the EFL learners. The goal of this supporting activity is, as a production steps after reading through a reflective paper. Thus, the students are free to write their reflection about what they have read using their own language. It can be the summary about what they've read covered in their opinion or perhaps some suggestions. The teacher will read and evaluate the reflective paper made by EFL students then give some comments related.

CONCLUSION

Having a good interest in reading is necessary in learning the EFL. It has a function to help the learners to solve some obstacles they may face in their communicative performance in a class.

Thus, there are many ways to improve learners skill based on the previous studies. This article focuses on the idea of having an implementation of Extensive Reading to strengthen EFL learner's writing and speaking skill. The steps related to the implementation of Extensive Reading for EFL learners such as: Giving Instruction, 'Checking Comprehension and production.

Hopefully this method can give the benefits for both teacher and EFL students for a better teaching and learning process.

REFERENCES

Hitosugi, Claire Ikumi. 2004. "Extensive Reading in Japan."Reading in a

Foreign Language Journal Vol. 16, No, 1, April 2004.

Sarimanah, Eri. 2016. "Improving Lecturers' Pedagogic Competence through the Implementation of Lesson Study in Faculty of Teacher Training and Education Of Pakuan University, Indonesia." JETL Journal Vol. 1 No. 2 September 2016. Page 51-55

Sun, Zhong. 2014. "an Extensive Reading Strategy to Promote Online Writing for Elementary Students in the 1:1." CALL Journal. <http://dx.doi.org/10.1080/09588221.2014.974860>

Syahrul, M. 2016. "The Analysis of Pedagogical Competence of The English Teachers' of the Second Grade Student at MTS Negeri 1 Jenepono in Teaching English." UIN Alauddin Makassar: Unpublished Thesis.

Yulia, Made Frida. 2018. "Extensive Reading for Indonesian University Students: an Alternative Framework for Implementation."LLT Journal Vol. 21, No, 2, October 2018.137