

NARROW READING IN AN EXTENSIVE READING COURSE: LEXICALLY-BASED

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Abstract: One shot case study was conducted in one semester to undergraduate English majors who were preparing themselves to become English teachers at high school level. This study was to find out whether or not students had positive attitudes towards narrow reading, how high narrow reading helped them improve their English proficiency, and what problems students might have with narrow reading. Four questionnaires were completed during the case study to discover how students felt and thought about the course and how the course improved their English. It was found out that narrow reading not only improved students' language proficiency but also helped students develop their general knowledge, the love of reading and the appreciation of literary work.

Key words: extensive reading, narrow reading, lexically-based, language teaching.

In general, the issue of reading habits is a daunting fact in Indonesia, and it becomes more serious when it comes to reading in English. Even English majors find that due to their inadequate vocabulary they disliked reading their textbooks. Concerning the production skills, English majors also have a serious deficiency of the mastery of vocabulary including collocation. This deficiency leads them to resort to lexical teddy bears (Kweldju, 1999).

As an effort to fix this situation, an action was taken to maximize the instruction of Extensive Reading Course—a course offered after the English majors took four reading comprehension courses. This present one-shot case study was intended to deeply illustrate and longitudinally evaluate some of the featuring action. Specifically, this study wanted to know how students liked narrow reading and how much students felt that narrow reading could help them improve their general proficiency. Maximizing the instruction is worth-doing as extensive reading has been considered as a means of improving general language proficiency in the second language. It offers broad exposure to the target language and is second only to acquiring the language by living among its native speakers (Nuttall, 1983).

In other words, the purposes of this study were to investigate the students' attitudes toward narrow reading, how high narrow reading helped them improve their English proficiency, what problems students might have with narrow reading.

It was discovered that narrow reading was very helpful for language acquisition. Narrow reading means focusing on the work of a single author or reading a great deal about a single topic that the reader is interested in, rather than attempting to read a wide variety of texts. Narrow reading was worth practicing because it helps ensure that the input is comprehensible; the reader has the advantage of the previous context to help him or her understand the current text (Krashen, 1981).

The students who took this course were at their seventh semester of their pre-service 4-year training period. It was a bachelor's degree program to prepare students to become qualified English language teachers in high schools in Indonesia.

According to the printed syllabus this course was designed to provide students with opportunities to improve their English vocabulary and to gain better insight into English culture by developing their appreciation of English literary works, by reviewing reading skills, and by orally and writtenly reporting the English literary books they read. These objectives reflected how extensive reading is believed to be a superior activity to improve all integrated skills.

In fact, there is a controversy whether extensive reading can only promote acquisition when it is taught with clear objectives and all-designed scheme (Kweldju, 1997; Green, 2005), or extensive reading helps in whatever scheme it is taught (Hafitz & Tudor, 1981; Mason & Krashen, 1997). Although in this

course students were not taught in an ambitious scheme like Kweldju's (1997), this course was also carried out in a well-designed scheme.

The instruction employed in this class was within the framework of lexically-based language teaching (Kweldju, 2004, 2006). This approach emphasizes both incidental and contrived learning. In this present course, however, the students were not emphasized to learn vocabulary in a contrived way, in the sense that their contrived learning was not monitored. Yet, students were reminded from time to time that they had to learn the vocabulary deliberately. In fact, it was also stated in the course outline that students were required to deliberately learn vocabulary. This study assumed that students already deliberately learned the vocabulary themselves without specially being checked by the teacher. This assumption was based on the fact that students were required to report to class what they had already learned and they also kept a notebook to write the unfamiliar words and interesting expressions they encountered in their reading. When they reported what they had read, they would certainly pay attention to some key words or expressions that they might have not known before, memorize them and use them in their reports. That students were not monitored whether or not they collected the unknown words and whether or not they memorized them was intended to reduce the students' feeling of pressure, and they could use more time to read than to memorize the words. This procedure was in contrast with Kweldju's (1998).

To carry out the course, instead of asking the students to read as wide range of materials as possible, students were involved in the narrow approach of reading. This procedure was in contrast with the conventional practice of carrying out this course in the present teacher's college. In fact, extensive reading is commonly defined as wide reading (Gardner, 2004).

This course is usually offered to students to read as varied materials as possible, such as short stories, novels, magazines, but in this present class students were made to read novels written by one writer only. There were four essential reasons for this idea. The first was to help students improve their reading skill based on Krashen's idea of narrow reading for comprehensible input. The second was to increase the students' motivation to read, as they could read their favorite writer's work only. This was inspired by how children, and even adults, are much gripped by Harry Potter series. The third reason was that the students could be proud of themselves as they could develop the feeling of being an

expert on one particular writer's works. The fourth reason was to ensure the availability of comprehensible input.

The novels the students read were in the original version. Students who were still not ready to read the original versions were allowed to read the abridged version as an interim step before they proceeded to read the original ones.

It was assumed that narrow reading enabled the readers to encounter the same new words in a higher frequency and in multiple and varied contexts. This learning environment could help the readers incidentally and incrementally acquire the new words over time. In fact, an author usually uses the same words that they draw from the same vocabulary pool or uses the same lexical and structural style in their different writings (Schmitt & Carter, 2000; Gardner, 2004). Krashen (1989) has long argued for the power of reading a particular good source. Although the probability of learning new words from any single meeting in context is low (somewhere between 5% and 14%, depending on various factors), the cumulative effect of multiple exposures from sustained reading is considerable.

Narrow reading is also a good replacement for reading a simplified version of a text. It is a way to ease the students into authentic texts. Besides readers can be familiar with the recurring topic-related texts, they can also take the advantage of the mechanics of vocabulary distribution (Krashen, 1981). Key words in topic-related passages tend to recur, easing the lexical burden on readers as they become familiar with this vocabulary (Hwang & Nation, 1989). Thus, focusing on texts on a recurrent topic should give learners the chance to practice reading more quickly and fluently (Schmitt & Carter, 2000).

Another reason that narrow reading is a good replacement for the simplified version is that with the learner-focused and writer-focused narrow reading employed in this study, students have the opportunity to use their own perceptions of choosing which writer they wanted to read. Different writers have different style of writing, lexically and structurally. Some writers also write deeper and more difficult themes than the others (Schmitt & Carter, 2000).

Empirical evidence supporting the narrow reading hypothesis is the finding that better readers tend to read more books by a single author (Lamme, 1976) and books from a series, a result that many readers of this paper can identify with, such as Nancy Drew series, the Bobsey Twins and the Hardy boys. Even a lot of children world-wide can become fanatic fans of Harry Potter.

In this course, the students were required to keep their own dictionary books. They were required to take notes when they encountered new words. However, their note-taking activities were not monitored, although it was already made sure that every student had a new writing book to collect their new words or lexico-grammatical units. It was very possible that some students kept taking notes and memorizing those new words and expressions, while the others did not use the book at all.

Deliberate learning of vocabulary is very important for encountering a word at the first time. However, it is only the incidental learning or the repeated encounter with the word in a meaningful context that helps consolidate the learning in the learner's mind. Meeting a word repeatedly through reading helps the readers know how the words can be used in different contexts, and the multiple meanings of the words, besides the denotative meanings, such as the colligative, collocative, pragmatic meanings. Learners need to meet words in a wide variety of contexts in order to gain an appreciation of the true range of a word's usage (Schmitt & Carter, 2000).

Extensive reading can take many forms. It can be the main focus of a reading course with a combination of follow up activities: an add-on to an ongoing reading course; an extra-curricular activity in which the teacher guides and encourages interested students (Bamford & Day, 1997).

To improve students' overall proficiency, in this extensive reading class students were also required to report what they read in the written form for the teacher and in the oral form to the class. According to research, students taught with follow-up activities outperformed those without follow-up activities (Kweldju, 1997; Mason & Krashen, 1997). In this study every week students underwent two main activities: they read as many pages as they could from the book they already chose, and they wrote a summary and the number of pages of the book they already read.

In fact, acquisition needs not only comprehensible input, but also comprehensible output. Because Krashen (1985) hypothesizes that comprehensible input is the driving force for interlanguage development, he trusts immersion education for a successful environment for second language learning. However, more recently researchers discover that Krashen's comprehensible input cannot really help explain why learners cannot improve their productive skills in the immersion programs. Comprehensible input can develop learners' receptive skills, but it cannot help learners' productive skills (Skehan, 1998). Harley

and Swain (1984) and Swain (1985) reported that immersion-educated children, after many years of instruction, still made persistent errors when speaking and writing.

According to Skehan (1998) second language learners do not depend on comprehensible input only, such as listening or reading, in order that they can speak and write. Also, second language learners are not fully dependent on the nature of the sounds addressed to them to achieve meaning. This is quite different from babies or first language learners to understand an utterance. Second language learners rely on their background knowledge, contextual knowledge and knowledge of co-text, that is, what has been or will be said, and systemic knowledge which covers syntactic, semantic, and morphological knowledge (Anderson & Lynch, 1988). When a second language learner only focuses on meaning, he will bypass the form of language, and his underlying interlanguage system is untouched and unscathed. This is the reason that Swain (1985) proposes the Comprehensible Output Hypothesis to revise Krashen's theory. Comprehensible output is important, because it generates better input, forces syntactic processing, helps to test hypothesis, and develops automaticity and discourse skill.

Comprehensible input generates better input. A learner needs use output as a signaling device to the interlocutor to give him more finely tuned comprehensible input. Simply listening would not ensure that good quality input would be received, since one would have to rely on good luck or the sensitivity of one's interlocutor to obtain comprehensible input.

Comprehensible input also forces syntactic processing. When one needs to speak one will be more likely to attend to the linguistic items than one is listening. She suggests that listeners are not enough simply to extract meaning from input, but they may also need to pay attention to the means by which meaning is expressed in order to use such knowledge as the basis for their own production later.

A learner needs to speak to test his hypothesis, because it is unlikely that one can be so fortunate to receive relevant information for specific points of interlanguage development. A learner also needs to speak to develop automaticity that is to use the language with some ease and speed, at some level of natural speed and rhythm. He also needs to develop discourse skills. Language learning is not simply the development of a sentence-based interlanguage system, but it relies excessively on "short turns".

METHOD

This study employed a one-shot case study design. In fact, a case study is also a method to illustrate an aspect of an action research to evaluate. The action or the change to make is that by the end of the course each student was going to be an expert in one particular favorite writer. At the initial stage of the extensive reading activities every student also made a display board for the biography of his favorite writer and hung it on the hallway. Some students also made the display boards using CorelDraw program. Besides the weekly report, at the end of the course students were also asked to orally report about their experience with the entire course and they were video-recorded. This made them very proud of themselves.

A total of 10 senior students of 21 participated in this action research. All were females. They received a ninety-minute classroom meeting every week for 14 weeks in one semester. They shared similar linguistic, cultural and socio-economic backgrounds, and had studied English for 6 years before enrolling themselves to the 4-year-teacher-training program.

In this study students chose the writers whose books they would read. Every week they read as many pages as they could. Then, they reported to the class what they already read as their story telling activities. They also wrote a one-page summary to submit to the teacher, and orally reported what they had read to the class.

Table 1. The Writers Students Read

No.	Students' Initials	Writers
1.	AHM	Ernest Hemingway
2.	ARF	Mark Twin
3.	DS	Sydney Sheldon
4.	EF	YB Mangunwijaya and John Steinbeck
5.	KDS	Guy de Maupassant
6.	LA	Jane Austen
7.	LI	W. Saroyan and Oscar Wilde
8.	LP	Sir Arthur Conan Doyle
9.	NP	Agatha Christi
10.	PN	Kahlil Gibran

The students in this study were identified using initials to ensure confidentiality. Each student chose one writer to read, except two students who changed writers because they found difficulties to find the books they wanted to read. Although EF wanted to read Y.B. Mangunwijaya, the problem was that she could not find any more Y.B. Mangunwijaya's books which had been translated into English. That was

the reason that EF moved to John Steinbeck. LI initially decided to read W. Saroyan's books, but she found out that she could not find any more books written by the writer. Then, she moved to Oscar Wilde. Not all writers were English writers. Students read the English versions of Y.B. Mangunwijaya's, Guy de Maupassant's, and Kahlil Gibran's books.

In the first meeting the teacher told the students about the purpose of the extensive reading course and the procedure they should follow for the rest of the semester. In this first meeting the students were told to decide which writers they wanted to concentrate on, and they were asked to read about the biographies of the writer they worked on. Every student was also required to develop his display board about his favorite writer.

In the second meeting the students were required to report about the biographies of the writers they chose. In the rest of the meetings students read the books they chose to read. The students were not required to read one whole book in one week, but they were made aware of the importance of reading as much as they could. They could read part of the books and they were required to report the parts they read in the following week.

Four questionnaires were developed to discover students' problems, satisfaction, progress and perception on their learning. Each questionnaire was completed at the end of the month.

FINDINGS AND DISCUSSION

Findings

Reasons to Choose the Writers

There were varied reasons why students chose the writers they read, as can be seen in Table 2. One reason was that they might already know the writers since they were in high school. They might also know them when they read a magazine or a newspaper. They saw the film based on the novel written by the author; someone introduced the writer to them, or even their lecturers of Introduction to Literature course introduced the writers to them.

Amount to Read

It was discovered that students were conscientious and serious enough in this course. They really read as much as they could every week. By the end of the semester the students could read as many as 4-8 books, or 755 to 2661 pages. That was about 7 to 25 pages in a day.

Table 2. Students' Reasons to Choose the Authors

No.	St.'s initial	Writer	Reason to choose
1.	AHM	Ernest Hemingway	She got to know the writer when she read his translated short story in her little brother's <i>Bobo</i> Magazine. Then, when she was a freshman she came across his book.
2.	ARF	Mark Twain	She got to know the writer when she was in high school when she read <i>Tom Sawyer</i> in Indonesian version. When she took <i>Introduction to Literature</i> , she learned that Mark Twain was a great novelist.
3.	DS	Sidney Sheldon	She knew the writer from reading a magazine. She liked the writer because he helped women to dream and to attain their dreams.
4.	EF	Y.B. Mangun-wijaya & John Steinbeck	Y.B. Mangunwijaya: she knew him from a newspaper since she was in high school, especially about his philosophy of life and his social work. John Steinbeck: She knew the writer from her Introduction to Literature lecturer. She knew it from her that the writer always described an event to its details.
5.	KDS	Guy de Maupassant	Once she read his short story and she liked his style.
6.	LA	Jane Austen	Earlier she knew the writer from her sister. Then she saw a film entitled <i>Sense and Sensibility</i> , authored by the writer. She enjoyed it
7.	LI	Oscar Wilde	She learned about him from her Introduction to Literature class, and she was curious to know what made him famous.
8.	LP	Sir Conan Doyle	She was once read his short story entitled <i>The Valley of Fear</i> in Bahasa Indonesia. She liked the way he resolved mysteries, and she wanted to know more about the writer.
9.	NP	Agatha Christi	She liked to read her novels since she was in high school. At that time she read the Indonesian version.
10.	DN	Kahlil Gibran	She knew the writer when she was in high school, when her senior told her that there was a good book in the school library authored by Kahlil Gibran. But at that time she was confused when she read it.

Table 3. Number of Books and Pages Students Read in One Semester

No.	Students' initials	Number of books	Number of pages	Number of books for different levels			Originality	
				Easy	Med	Dif	Abridged	Original
1.	AHM	8	1250		5	3	2	4
2.	ARF	7	2212	1	4	1		7
3.	DS	5	2661		4	1		6
4.	EF	4	1177		4		1	3 (2 tr)
5.	KDS	7	1669		7			7 (tr)
6.	LA	6	1925	2	4			6
7.	LI	5	1179	2		3	1	4
8.	LP	5	755	1	3		1	4
9.	NP	7	1689	1	5	1	1	6
10.	PN	8	970		5	2	0	8

Code: tr = translated version

Table 4. Students' Perception Concerning the Contribution of The Course to the Improvement of Their Language Proficiency and Other Knowledge

	Students' Initials										Mean
	AHM	ARF	DS	EF	KDS	LA	LI	LP	NP	PN	
Passive vocabulary	85	80	75	75	50	80	80	80	75	75	75.55
Active vocabulary	80	85	70	50	50	75	75	70	80	80	71.50
Reading	85	85	75	75	75	85	80	85	90	85	82
	83	87	60	30	50	80	75	85	80	80	71
Speaking											
	80	75	0	50	65	85	80	80	75	80	67
Writing											
General knowledge	83	78	95	75	65	85	85	80	90	85	82.1
Literary knowledge	85	70	80	75	65	80	75	75	85	83	77.3
	83	80	65	61.4	60	81.4	78.6	79.2	82.1	81.1	

Table 5. Students' Perception Concerning

No	Advantages	Frequency	Disadvantages	Frequency
1.	Knowing about the author's literary work	1	Being bored with similar stories and patterns	7
2.	Getting much knowledge about the writer's philosophy	7	unable to read other books	1
3.	Getting to know about the writer's life experience, biography, era where he lived	8		
4.	Being more confident and able to talk more about the writer	1		
5.	Knowing about the writer's writing style	4		
6.	Knowing more about the writer's favorite theme	1		
7.	Knowing how brilliant the writer is	1		
8.	Being able to identify which work is his	1		
		24		8

Mostly they liked to read books of relatively medium in difficulty, and they also preferred original novels, than the abridged one. When they read translated novels, those novels were directly translated from the original ones.

General Proficiency Improvement

Students made a self-assessment concerning how high they improved their general English proficiency within the scoring range of 0-100, as follows (Table 4).

Statistically, it might give the impression that this course contributed the least to students' writing ability. That was because DS reported that she did not have any progress at all for her writing, although every week she was also supposed to write a summary for what she had read.

This course improved not only the students' reading skill, but also their general knowledge. It also helped improve the students' vocabulary skill, speaking skill, writing skill and literary knowledge.

The Advantages and Disadvantages of Narrow Extensive Reading

From the frequencies of the students' descriptions concerning the advantages and the disadvantages of the narrow extensive reading, it is found out that students found that narrow reading gave more advantages than disadvantages, especially they

became to know more about the writer's philosophy, life experience and the era they lived. They also knew more about the writer's style, and this helped them to understand more about the writer's stories.

The main disadvantage students reported was that they felt bored sometimes, because not all books written by the same writer were interesting, and they sometimes should read stories of the same pattern.

Improving Vocabulary Skill through Oral Report

Although the teacher asked the students to keep their personal vocabulary notebook, without checking whether or not the students really did it, four students mentioned that they kept their personal vocabulary notebook. They also memorized some key words or interesting expressions in their classroom oral presentation. In this way, students could also improve their passive and active vocabulary at the same time.

When the students were asked whether or not they still kept their vocabulary notebooks, everyone reported that they still did, and keeping the vocabulary notebook was helpful for them (3), they needed it (2); they planned to memorize them (2). There were three other students who respectively said that it was good to accompany her to read; she always encountered new words and she wanted to keep unusual words.

Table 6. The Follow Up Activity for Students' Vocabulary Development

No.	Students' Follow Up Activity for Vocabulary Development	Frequency
1	Memorize interesting expressions and use them for presentation because it is difficult to paraphrase them	10
2	Use key words in the presentation	1
3	Copy those expressions in the notebook	4

Table 7. Students' Reasons to Keep Their Vocabulary Notebook

No.	Reasons	Frequency
1.	I need it	2
2.	Helpful	3
3.	Good to accompany me reading	1
4.	I always encounter new words	1
5.	I plan to memorize those new words	2
6.	I need to keep unusual words	1

Students' Response in Understanding Difficult Books

The students usually kept on reading when they found that the books they chose were difficult. What students meant by a difficult book was also a book with a lot of new words and a book which required them to use their dictionaries many times.

When the students could find easier books, they also left the difficult books for the easier ones. One student said that she did not want to change books when the books were interesting, although it was hard to read. Another student also said that he tried to find the abridged version of the book.

Table 8. Students' Response When They Found Difficult Books

No.	What students did when they found difficult books to read	Frequency
1.	Repeating reading until they understood the story	4
2.	Keeping reading and consulting the dictionary	4
3.	Reading the abridged version	1
4.	Finding another book to read	4
5.	Keeping reading when the book is interesting	1

Table 9. Students' Response When They Read Easy Books

No.	What students did when they found easy books	Frequency
1.	Enjoying the book and reading it once only	2
2.	Reading it fast	2
3.	Finishing the book	2
4.	Reading happily	1
5.	Enjoying the book but being aware that it did not help much	1
6.	Continuing reading	1
7.	Studying the plot of the story	1
8.	Learning the expressions used	1

Students' Response when They Found Easier Books

It seems that students enjoyed reading easier books and preferred easier books than the more difficult ones. They only read more difficult books, when they could not find easier ones, although one student also reported that she was aware that easier books could not maximize the development of her reading skill. One student also said that easier books motivated her to learn the expressions.

The Reasons of Students' Boredom

The reasons why then students were bored to read was mainly because the writers they chose were writers for adult native speakers. Both the language and the content of the books were too difficult for the students to read. That made them get bored or, perhaps, discouraged to read. This was different from Harry Potter books which were interesting and bewitching.

Students also reported that they stopped after reading a few pages to try to memorize the words they wanted to keep and memorize.

Table 10. Students' Reasons of Boredom

No.	Reasons	Frequency
1.	Mark Twain's last novel I read was non-fiction, while I don't like non-fiction. So, I felt bored. But I like Twain's other books.	1
2.	I always met the same characters in the books. But generally I like Sheldon's books because they do not only entertain but they also teach how to live.	1
3.	Actually I was not really bored, but I found that Hemingway's stories were difficult to understand.	1
4.	It seems that the writer wrote all books with the same theme.	3
5.	I always like Guy de Maupassant's short stories, but I don't like his novels.	1
6.	Jane Austin's books are different from Harry Potter's. Jane Austin's books are all almost the same.	1
7.	The language is so difficult.	1
8.	I should read a lot in a limited time	1
9.	The language and the content is difficult	2

Table 11. Students' Reasons Why They Were Unsatisfied with the Language They Used in Their Classroom Oral Presentation

No	Reasons unsatisfied	Frequency
1.	Because of the limited time that I could not report in details	1
2.	Because it was difficult to retell Kahlil Gibran's language	1
3.	Because I could not retell in a more advanced language	1
4.	Because I forgot important events	1
5.	Because my speaking ability need improving	1
6.	Because my vocabulary and grammar are still bad	1
7.	Because I forgot the words I should use	1
8.	Because I seldom use the new words I found in the story	1
9.	Because I did not use good pronunciation and grammar	2

Students' Perception Concerning Their Class Presentation

Students normally were not satisfied with the language they used in the classroom. Eight from ten students reported that it was because of their language problems. Two of them reported because of the limited time and being unable to remember some events. Mostly students were unsatisfied with their vocabulary, but two students were unsatisfied with their pronunciation and vocabulary.

The students also reported that they were not satisfied enough with the content of their oral report in the classroom because they still could not express themselves with different nuances of feelings. There were many reasons about it. Only one student never thought about expressing themselves in different nuances of feelings because she only reported the general idea of what she read. They were not satisfied because they could not speak with the writer's language (3); they could not find the right words (2); limited speaking ability (2); limited expressions (2).

Students' Perception concerning their Competence Compared to the Writer's

According to the students their English was still different from the writer's. Two students' reported that the writer could write in a beautiful Eng-

lish, but they wrote in daily English (2), in simple English (2), and influenced by Bahasa Indonesia (2). But the writer's English is contextual, poetic, expressive, and descriptive.

The students also mentioned that they would not be able to write like the writer (3); it took a long way to do it (3), and it was quite far to reach as it really needed seriousness (4).

Contribution of Narrow Reading to Students' Reading Habit

Narrow reading helped students like to read novels. The students who did not like reading novels, could now read faster and enjoy reading, read more books, and love reading (9). They also found that reading was important (1).

Table 12. The Reasons What Students Felt When She Did Not Express Herself with Nuances of Feelings in Their Oral Reports

No	Reasons	Frequency
1.	I have limited expressions to express the nuances of feelings	2
2.	I never thought of expressing myself in nuances of feelings because I only reported the general ideas	1
3.	My language is different from the writer's. the writer's is too high	3
4.	I could not find the right words to retell the story in nuances of feelings	2
5.	My speaking ability is not so good	2

Table 13. Students' Perception Concerning Their English Proficiency When Compared To the Writers'

No.	Description	Frequency
1.	I usually write in daily English, but the writer wrote in the language he had to use according to the contexts	2
2.	My language is simple, but the writer's is complex and cultural	2
3.	I don't write with figurative language but the writer did	1
4.	The writer could write to express his feelings	1
5.	My English is influenced by Bahasa Indonesia	2
6.	The writer could describe everything very well	1
7.	The writer's language is poetic	1

Table 14. Students' Perception Concerning Narrow Reading and Their Reading Habit

No.	Influence of narrow reading to students' reading habit	Frequency
1.	Actually I did not like reading novel, but now I can finish a novel in 4 days. I am accustomed to reading novels now	1
2.	I can read faster	2
3.	I love reading now	2
4.	I did not like reading, but now I enjoyed reading	1
5.	I become realize that reading is important	1
6.	I have the habit of reading more English books	1
7.	I like to read more and my reading skill improves	1
8.	I have more words and I read more	1

Discussion

Students' Attitudes toward Narrow Reading

Basically the students had positive attitudes towards narrow reading, as they read the books written by famous writers they were interested in. Some works have even been put on the screen already. This course could even change students' attitude from a reluctant reader to become a keen reader. Although people say that the love of reading starts from home (Pearl, 2005), this course can also bring to the students the love of reading literary work, especially when the students said that they wanted to read more, and they had even developed a keen habit of reading, the love of reading novels, and knew how important reading was.

That students could develop their positive attitude toward narrow reading was because of two initial steps introduced to the students. The first was that the students were made aware that their narrow reading was useful and purposeful for their self-knowledge and for becoming an expert in one particular writer. In fact, all reading needs a purpose that learners can perceive clearly (Skehan, 2004). The second was to increase the students' appreciation to the writers they had already chosen through exploring the writers' biographies. Raising appreciation can motivate students to read and promote a love of books (Greenberg et al., 2006).

It was discovered that the students were even serious enough in reading the books. This seriousness can actually be explained from the students' motivation to read. They were serious enough to try their best to read original books, and read as many

pages as they could. Mostly they liked to read books of relatively medium in difficulty, and they also preferred original novels than the abridged ones. When they read translated novels, those novels were directly translated from the original ones. When they found difficult books they were also ready to use their dictionaries. The students' seriousness can be explained based on the theory of motivation. Reading motivation is much influenced by students' interest, the characteristics of the particular books they read, the importance of choice and information (Edmunds & Bauserman, 2006). Concerning interest, for examples, a student was interested in Sydney Sheldon because his stories were about women's dreams that a student was interested in, or another student was interested in the mysteries told by Sir Conan Doyle. The characteristics of a book can be the humor in a certain book. The choice can be the type of text they would like to read. For example, a student could be interested in Guy de Maupassant's short stories but she did not like his novels. The importance of information dealt with what the students could learn from the books, especially they were English majors who were supposed to know more about noted English writers and the world great writers whose works were already translated into English.

The Contribution of Narrow Reading to Students' Proficiency

Students themselves found that narrow reading helped them develop their reading skill, general knowledge, literary skills, vocabulary, speaking skill and even writing skill. This means that students not only developed their language proficiency but also broadened their experience with literature and a single writer's style, theme and philosophy. When students had more opportunities to explore, to appreciate and to report a writer's work, students, then, had more opportunities to process for meaning and for competence change to occur; for examples, the word choice, the discourse structure, syntax and semantics. According to Yoshimura (2006) these tasks are called reconstruction tasks for triggering more noticing of the target form.

Although VanPatten (1990) cited that it is difficult to attend both meaning and language form, when the students in this study reported that they could gain both, the reading course scheme could already shift students' conscious efforts toward language form. For example, although the teacher asked the students to keep their personal vocabulary notebooks, without checking whether or not the students

really did it, all students reported that they kept their personal vocabulary notebooks. They also memorized some key words or interesting expressions for their classroom oral presentation. In this way, students could also improve their passive and active vocabulary at the same time. This is a promising point from this course that instead of relying solely on the teacher's monitoring, the students can take the initiative in cultivating their own language competency. This is part of the principle of life-long learning (Zhang, 2004).

Theoretically, there are three important variables in reading practice: the readability of material, the ability of the individual, and reading time (Carver & Leibert, 1995). Concerning the readability of material, it was already discovered that although students enjoyed reading easy books, the level of difficulty of the books they chose to read was relatively medium. That was actually a good level for them to develop their reading skill. Carver and Leibert (1995), for example, already discovered that even large amounts of easy reading could not have positive effect upon reading level. Students had also maximized their reading time as they could read 7 to 25 pages in a day, although they had other assignments to complete. That one student could read more than the other was because some were already better reader than the others.

The students also reported that this course helped them improve their reading skill more than other skills and improve their love to reading. They could even read faster. This report shows that this course was successful for its main goal. In fact, no one can achieve without reading. Reading is the gateway skill that makes all other learning possible, from complex word problems, history to scientific discovery and technological proficiency (Obama, 2005).

However, since there was no rule concerning how accurate students should reconstruct in their linguistic production, both orally and writtenly, in order that they became more dependent on language form to understand and to retell the story, the students had not fully triggered their attention to the linguistic elements of the stories. This is obvious when students reported that the writers' language was very good, expressive and even poetic, they could hardly express themselves that way because they were aware that they had to be very serious to improve themselves.

Earlier it was discussed that easier materials could not help students develop their reading skill, but easier materials could help students develop their linguistic proficiency. A student, for example,

reported that easier books motivated her to learn the expressions.

Students' Problems with Narrow Reading

From the frequencies of the students' descriptions concerning the advantages and the disadvantages of the narrow extensive reading, it was found out that narrow reading gave more advantages than disadvantages, especially it helped students develop their understanding about the writer's philosophy, life experience and the era they lived. Knowing more about a writer students could develop their confidence, especially when they knew more about the writer's style. In fact, knowing more about the writer's style also helped students understand more about the writer's stories.

The main disadvantage the students reported was that they felt bored sometimes, because not all books written by the same writer were interesting, and they sometimes should read stories of the same pattern. That this happened was mainly because they could not find more choices by the same writer, because of the limited collection in the library. This is the role of a library. The success of a reading program also depends on the library. A library has to become a keymaster rather than a gatekeeper for making students better readers. Libraries not only provide access to any resources, but also provide any means possible for developing successful reading behaviors (Walker, 2005).

The other reason for the boredom was that the students chose books intended for adult native speakers. The level of the book could be too challenging for them to digest, both in terms of the language and the content. When they had to continue reading, they found that the books posed frustrating difficulties (Brown, 2007). This was different from Harry Potter series which were interesting and bewitching for readers of all ages.

CONCLUSION AND SUGGESTION

An extensive reading course was carried out within the framework of lexically-based language teaching with narrow reading as its scheme. It is called narrow reading because students read the novels written by their respective favorite writers only. This is in contrast with the usual practice of extensive reading which was almost identical with wide reading. To improve the students' overall proficiency, in this extensive reading class the students were also required to report what they had read in the written form to the teacher and in the oral form to the class.

The only problem that took place with narrow reading was mainly caused by the limited collection of books written by the students' favorite writers in the university library. Because of the limited collection, the students had limited freedom to choose the books to read. Some books could be too challenging for them and discouraging for their proficiency. This caused the students to feel bored to read. But in general, narrow reading gave more opportunities for the students than limitations. The students reported that they had a positive attitude toward narrow reading. They showed their seriousness in reading the books and in developing their vocabulary. This course could help students transform themselves from reluctant to keen and fast readers. Students who were initially not interested in novels became interested in novels, and they became realize that reading was very important. Although they could choose easier books to read, they

preferred more difficult books, as they were aware that reading easy books could not really help them improve their reading skill. In spite of the limitation, easier books could even help them concentrate more on the improvement of their language proficiency.

The scheme of this course also helped students develop their general language proficiency, general knowledge and literary work. Although the teacher did not monitor whether or not the students kept their vocabulary notebooks and whether or not they deliberately learned the vocabulary, the students can take the initiative in cultivating their own language competency. The students could be aware of the nuances of expressions a writer could use and how serious they should improve themselves when they would speak and write like the writer. The students became more familiar with their favorite writer's style, theme and philosophy.

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