

INTEGRATING MEDIA-AND-MATERIAL DEVELOPMENT TASKS INTO AN EXTENSIVE READING CLASS

Siti Muniroh

English Department Faculty of Letters State University of Malang

Abstract. This article describes the integration of media-and-material development tasks in an *Extensive Reading: Folk & Fairy Tales* course. Fifty-eight students were instructed to write reflection from their experience in performing reading and media-and-material development tasks. The results revealed that practical application of teaching reading by using materials for young learners was the most important thing they learned from the class. Moreover, most of the students reported that their creativity in media and material development, skills of story telling, and summarizing had been rehearsed while performing the tasks. Also, the tasks of reading and media-and-material development worked well for most of them; nevertheless, some students viewed making *caterpillar* as an excessive task. Meanwhile, the issues raised from the students were mostly about standard of scoring, act upon plagiarism, and their unhappiness on the *caterpillar* task. Thus, clear description of assessment and omission of *caterpillar* task were suggested for future practice.

Key words: extensive reading, instructional material and media development.

Abstrak. Artikel ini mendeskripsikan integrasi tugas pembuatan media dan materi dalam Mata Kuliah *Extensive Reading: Folk & Fairy Tales (Membaca untuk Kesenangan: Cerita Rakyat dan Dongeng)*. Sebanyak 58 mahasiswa diminta untuk menulis refleksi dari pengalaman mereka mengerjakan tugas membaca dan membuat media serta materi selama mengikuti MK tersebut. Temuan penelitian ini menunjukkan bahwa aplikasi praktis mengajar membaca dengan menggunakan materi untuk pebelajar usia anak-anak merupakan hal terpenting yang mereka pelajari. Kebanyakan mereka mengaku kreativitas dalam membuat media dan materi, ketrampilan bercerita dan membuat ringkasan cerita terlatih dengan mengerjakan tugas yang diberikan. Mereka menyukai tugas membuat media dan materi, akan tetapi beberapa mahasiswa memandang tugas membuat *ulatbulu* sebagai tugas yang tidak perlu. Permasalahan yang diangkat oleh mahasiswa sebagian besar adalah tentang standar penilaian, tindakan plagiasi, dan ketidakpuasan pada tugas membuat *ulatbulu*. Oleh karena itu, deskripsi penilaian yang jelas dan penghilangan tugas membuat *ulatbulu* disarankan untuk praktik kedepannya.

Kata-kata kunci: membaca untuk kesenangan, pembuatan media dan materi ajar.

The study was based on the teaching practice done by the researcher in the IGB416 course, which was conducted in English Department, Faculty of Letters, State University of Malang in the first semester of 2012/2013 academic year. Based on the English department catalog, IGB416 or

Extensive Reading: Folk and Fairy Tales is a course designed for the third-semester students that provides opportunities for them to choose and read poems, fables, fairytales, folktales, and short stories for children at the pre-intermediate level (Faculty of Letters UM, 2012). It aims at de-

veloping good reading habits, building up knowledge of vocabulary and structure, and encouraging students' fondness of reading. It requires the students to respond to what they have read and to carry out a variety of classroom activities in order to share with one another about what they have learned from their reading materials. This course weights 2 credits, with one meeting a week.

The researcher as the teacher of the course is concerned with the course aims that are developing reading habit and encouraging a liking for reading, since she sensed student boredom and reluctance in the first three meetings. Most of them did not spend most of their time reading the material they chose, but talking about other things and just seemed to be waiting for the class hour to end. This could be caused by monotonous activities in the class, i.e. reading, writing reports, and discussion. Another possible factor was that they were being overwhelmed by structured reading tasks at another reading course the students took within the same semester. The other compulsory reading course was Interpretive and Affective Reading (IGB 409). Different from the Extensive Reading course whose reading materials are fiction genres, this course uses nonfiction genres. It is designed to develop students' competence in interpretive and affective reading (i.e. applying and inferring) of non-/fictional texts at the pre-advanced level, emphasizing the use of appropriate reading strategies to understand implicit information, interpret cohesive devices in the text, recognize discourse markers, identify the organization, development, and types of text (Faculty of Letters UM, 2012). It weights 4 credits, with two meetings a week. Thus, during this semester the students had three reading classes a week. This made the researcher worried that the students were being overwhelmed by the structured reading activities. Therefore, she designed tasks of developing media and material to make them experience different learning

activities rather than reading and discussion in the class. Furthermore, the media they developed, e.g. story pyramid, were designed as the media used by the students in performing a storytelling task. On the other hand, the material development task was in the form of developing their own storybook that they would present at the end of the semester.

Before going further, it is better to review the theoretical framework of instructional media. The word 'medium' or 'media' derives from a Latin word which means 'between'. According to Heinich and Russel (1982) the term 'media' refers to anything that carries information between a source and a receiver. Such things as film, television, radio, audio recordings, projected visuals, computer, printed materials and the like are called media of communication. They are classified as instructional media when they are used to carry messages for instructional purposes. Further, Gerlach and Ely (1992) state that instructional media refer to anything employed to function as media for the implementation of particular teaching methods/strategies in order to accomplish instructional goals/objectives. Instructional media can be categorized into two. First, they refer to anything already available which is not deliberately produced for instruction but then utilized for learning to achieve learning goals, for instance, a market place, a post office, a railway station, a temple, a dam, an ant nest at the school yard, banana trees at the yard and the like. Second, they are objects/things or tools deliberately produced for instructional purposes. As a matter of fact, teachers are required to make something abstract into something concrete through the objects around us, yet not all of them are not accessible for class use to visualize concepts via verbal explanations. It is not easy for learners to digest concepts (Rachmajanti, Laksmi, dan Muniroh, 2013). Therefore, the application of instructional media in the instructional situation is beneficial both for the teachers

and the learners. Heinnich, et al (1982) and Rumampunk (1992) mention that there are at least nine benefits of the use of media, as follows: (1) arousing curiosity/motivation, (2) visualizing abstract concepts into concrete, (3) exploring the world outside, (3) overcoming learners' difference, (4) consistent delivery of information, (5) presenting past events, (6) focusing on attention, (7) describing complex objects, (8) enlarging or reducing objects, and (9) reviewing previously learned materials. The researcher, therefore, consider that the media the students developed in this study would benefit students in performing their story telling tasks in the similar way the teacher gained the benefit of using media for his/her students.

Meanwhile, when it is viewed from Bloom's taxonomy, assigning students to develop media and material related to their reading task belongs to the highest order thinking skill. As we know that there are six levels of thinking skill based on the revised version of Bloom's taxonomy (Overbaugh and Schultz, 2013), namely (1) remembering, (2) understanding, (3) applying, (4) analyzing, (5) evaluating, and (6) creating. First, remembering deals with the question can the student recall or remember the information? This level uses the typical verbs such as define, duplicate, list, memorize, recall, repeat, reproduce, state. Second, understanding is identical with the question: can the student explain ideas or concepts? It uses key-words such as: classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase. Third, applying is relevant to the question can the student use the information in a new way? This will suit with the verbs as follows: choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, and write. Fourth, analyzing level possibly relates to the question: can the student distinguish between the different parts? This level usually uses verbs: appraise, compare, contrast, criticize,

differentiate, discriminate, distinguish, examine, experiment, question, and test. Fifth, evaluating prompt will be like this: can the student justify a stand or decision? The verbs that are in line with this level are appraise, argue, defend, judge, select, support, value, and evaluate. At last, creating, this can be in the question: can the student create a new product or point of view? Creating means building a structure or pattern from diverse elements, or putting parts together to form a whole, with emphasis on creating a new meaning or structure. The key words used in this highest level are: categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize, tell, and write. Thus, it is expected by integrating media and material development tasks into extensive reading, the students experience the highest level of thinking learning as they are instructed to develop materials and media related to their reading activities.

Another reason for the integration of media and material development tasks into extensive reading course was based on the researcher's belief that visualizing the material while reading belongs to the high level decoding skill. Knight, Padron, dan Waxman (1985) said that "imaging was significant" since they found only L1 readers reported visualization as their strategy in reading. Furthermore they stated that L2 readers are primarily concerned with the low level decoding skill, e.g. looking up difficult words, translating, and memorizing. Another study reported a similar finding that L2 readers do not visualize while reading (Barnett, 1989). Tomlinson's experiment (1998) also suggested that most L2 readers do not seem to visualize very much whilst reading. One of the experiments done by Tomlinson involved 19 L2 students for reading a poem 'River Station Plaza'. The students then were asked to reflect on the process of reading it. Only four students reported

using visualization as a strategy to help them overcome the difficulties encountered in trying to understand the poem. Interestingly, Tomlinson says that the four students perform better than the others when asked after an interval to recall some words from the poem and write a summary of it.

On the other hand, Tomlinson (1998) also noted the reasons why L2 learners typically underuse visualization. The main reason seems to be that they are conditioned from an elementary level to read using primarily bottom up strategies which focus on the low level decoding of words due to the lack of vocabulary. Goodman (in Brown, 2007) remarks that in bottom-up processing, learners must first recognize a multiplicity of linguistic signals, i.e., letters, morphemes, syllables, words, phrases, grammatical cues, discourse markers, and use their linguistic data-processing mechanisms to impose some sort of order on these signals. The insistence on understanding every single word leaves little processing capacity for such high level skills as inferencing, connecting, and visualizing. Meanwhile, Stanovich (1980) remarks that the strong use of one strategy can compensate for weakness in another. Related to encouraging L2 students to use visualization in reading, Tomlinson (1998) agreed that visualization, as a compensation for weakness in linguistics knowledge, could be an aid to connection, inferencing, retention and recall. In addition, L2 learners can be helped to visualize effectively by encouraging a “tolerance for inexactness, a willingness to take chances and make mistakes, formulation of hypotheses before reading, then reading to confirm, refine, and reject (Clarke, 1980). Tomlinson helps the students to visualize by combining visualization strategy instruction with visualization strategy activities.

In Tomlinson (1998), an example of visualization strategy instruction is telling students not to study it or to translate it but to imagine pictures as they read it and then

to change these pictures as they found further information in the text. Examples of visualization strategy activities are (1) drawing prediction of the characters to activate their knowledge of the world (schemata); (2) connecting a text to an incident in their own lives to achieve connection; (3) relating given illustrations to their own visualization to facilitate interactive reading; (4) and miming the extracts to help students to achieve a visual and kinesthetic impact which aids involvement, understanding and retention. Furthermore, Tomlinson (1998) recommends that materials to be developed which can help L2 learners to use visualization to increase their understanding of the texts they are reading, to deepen their engagement with the texts, to improve their comprehension and retention skills and to facilitate language acquisition.

Meanwhile, the integration of media and material development tasks into IGB416 generates an issue that deals with cross-competence in the planned activities. The aim of IGB416 is developing good reading habits, building up knowledge of vocabulary and structure, and encouraging a liking of reading. The aim implies that the activities supposed to be done mostly are reading, whereas the integration of the tasks directs students to experience more than that, i.e. the learning of material and media development. Thus to stay on the right track of the curriculum, the emphasis of the assessment for the final score of the course was more based on the quality of reading task completion, while the quality of media produced by the students was considered as the complement. Eventually, the practical knowledge of developing material and media based on the reading material is relevant to the target graduate competence as an English teacher, since the major of the subjects of the study is English Language Teaching. A language teacher needs to have competence in developing instructional material and media relevant to the students’ need and the curriculum goal.

Although this competence is already addressed as the goal of other courses, namely, Instructional Materials Development/IMD (IGB457) and Instructional Media and Activities in Language Teaching /IMALT (IGB456), the researcher thought that the reading material used in the IGB416 is best if potentially developed as instructional material and media. In addition, since the materials are poems, fables, fairytales, folktales, and short stories for children, the developed media are best used to teach English young learners at the preschool/kindergarten level to elementary school level. Hence, the integration of this task interrelates this course with IMD, IMALTS and English for Young Learners (IGB455) which is unusual to happen so far in the practice of teaching extensive reading.

Brown (2007) suggest that the instructional program in reading should give consideration to the teaching of extensive reading. Extensive reading is a place for reading longer texts with little or no conscious strategic intervention. Related to this, Harmer (2007b) states extensive reading refers to reading which students do often (but not exclusively) a way from the classroom. This is enhanced if students have a chance to choose what they want to read, if they are encouraged to read by the teacher, and if some opportunity is given for them to share their reading experiences. Although not all students are equally keen on this kind of reading, Harmer (2007b) says that the ones who read most progress fastest. Thus, free voluntarily reading is a key to student gains in reading ability, linguistic competence, vocabulary, spelling, and writing. Green and Oxford (in Brown, 2007) found that reading for pleasure and reading without looking up all the unknown words were both highly correlated with overall language proficiency. Krashen (in Brown, 2007) do not suggest that focused approaches to specific strategies for intensive reading ought to be abandoned, but they strengthen the notion that an extensive reading

component in conjunction with other focused reading instruction is highly warranted.

An extensive reading course is designed to balance between serious reading and fun reading for the students. Harmer (2007a) confirms that to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. In the extensive reading course, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, while in the intensive reading students read the teacher-chosen and directed material. Furthermore, Harmer (2007a) thinks that extensive reading is important to develop students' word recognition and improve their reading skill overall. However, Harmer says that it is not enough to tell students to read a lot. The teacher or the school needs to offer them a program which includes appropriate materials, guidance, tasks and facilities, such as permanent or portable libraries books.

Related with the extensive reading material, Harmer (2007a) states one of the fundamental conditions of a successful extensive reading program is that students should be reading material which they can understand. If they are struggling to understand everyword, they can hardly be reading for pleasure, which is becoming the main goal of this activity.

As Harmer (2007a) previously states the importance of setting a library to support the extensive reading program, he suggests that teachers persuade schools and institutions to provide such funds or raise money through sources. If possible, a static library is recommended to build in the classroom or in some other part of the school. If this is not possible, teachers need to work out some way of carrying the books around with the students in boxes or on trolleys. Once books have been purchased, they should be coded for level and genre so that students can easily identify what kind of books they are. The

teachers should make the students aware of what the library contains and explain the classification system to them. Besides, there should be a device to keep track of the books in the library. A simple signing out system should ensure that the collection does not disappear over time. All the setting up procedures take time, but the students can be trained to administer the scheme. Harmer reported if the students take part in the extensive reading program, all the time the teachers have spent on setting up a library will not have been wasted.

Dealing with the teacher's role in the extensive reading program, Harmer (2007a) points out that it is crucial for the teachers to promote reading by persuading students of its benefit. Most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by the teachers. The researcher found this to be true in the first three meetings during the semester. There were only some students who spent most of class hours doing the assigned tasks, i.e. reading and sharing what they have read with their friends, and then writing a report. However, most of the students, after reading for some time, keep silent for a while and then talk about some other things that are not related to the reading. Otherwise, they just listen to their friends passively.

Harmer (2007a) gives an example related to the teacher's role in an extensive reading program: the teacher perhaps can occasionally read aloud from books she likes and show by her manner of reading how exciting books can be. Moreover, the teacher can organize reading programmes where she indicates to the students how many books she expects the students to read over a given period. The teacher can explain how they can make their choice of what to read, making it clear that the choice is theirs, but that they can consult other students' reviews and comments to help them make that choice. Overall, the teacher's role is as an organizer and tutor.

The other aspect of extensive reading that Harmer (2007a) discusses is about its tasks. Because students should be allowed to choose their own reading texts, following their own likes and interest, they will not all be reading the same text at once. For this reason and because the teacher is expected to prompt students to keep reading, she should encourage them to report back on their reading in a number of ways; one possible approach is to set aside a time at various points in a course, i.e. every two weeks at which students can ask questions and/or tell their classmates about books they have found particularly enjoyable or noticeably awful. Eventually Harmer (2007a) says that it does not really matter which of these tasks students are asked to perform, provided that what they are asked to do helps to keep them reading as much and as often as possible.

Harmer (2007b) argues that it is important to discuss implemented principles with the students. In his book, Harmer listed reading principles for extensive reading as follows: (1) encourage students to read as often and as much as possible. The more they read, the better; (2) students need to be engaged with what they are reading. They should be involved in joyful reading; (3) encourage students to respond to the content of a text (and explore their feelings about it) not just concentrate on its construction. The teacher must give a chance to respond to show their feelings about the topic—thus provoking personal engagement with it and language. With extensive reading this is more important. Reading for pleasure is and should be different from reading for study; and (4) prediction is a major factor in reading. When students are choosing what to read for pleasure, the teacher should encourage them to look at covers and back cover copy to help them select what to read and then to help them get into a book; (5) good teachers exploit reading texts to the full. The teacher should use whatever opportunities present themselves to provoke useful feedback.

Considering the ideal nature of extensive reading where reading for enjoyment is promoted while there should also be particular tasks undertaken by the students, the researcher set a class library to support the extensive reading activities and integrate material and media development tasks in her extensive reading class. Thus, this article is a research report describing the integration of media & material development tasks in the Extensive Reading class.

METHOD

The subjects of the study were fifty eight sophomores who joined Extensive Reading: the Folks and Fairy Tales course in the first semester of 2012/2013 academic year. The tasks were divided into two parts: reading tasks weighing 80% of the final score and media-and-material development tasks weighing 20% of the final score. Students read the material both outside the classroom from varied sources and in the classroom using the books collection of the class library. Most of the class activities were in the form of presentation of story telling by using material and media developed by the students. At the end of the semester, the students wrote their reflection by answering the questions from the researcher/lecturer: (1) the most important thing they have learned from the class, (2) things they knew but it has been rehearsed from the class, (3) any questions or query, (4) what worked well and (5) did not work well for them in regard to the class activities. The students' reflections were submitted to the lecturer in the final day of the final week which was a week after the final meeting.

Class library. To set the class library, the researcher as the lecturer of the course asked each student to donate one English storybook which was relevant for children. The re-searcher also lent her big plastic box and her collection of children literature for the class library. Then, the researcher

facilitated class discussions, and together with the students made the standard operating system for the class library. The Standard Operating System consisted of the procedure of borrowing the books and the punishment if one loses the borrowed book. The students covered the books with plastics and also listed and coded the collection. They made a form of book circulation and took turn to be the librarian every meeting. A Sustained Silent Reading Program was conducted for 15 minutes every meeting using the class library collection, followed by sharing readers. The rest of the time was spent by the students working on the media development for their story telling activities. The idea of managing the class library was from the researcher's experience in DBE2 Training on Trainer (TOT) of Classroom Reading Program, administered by USAID in collaboration with East Java university consortium at State University of Malang in 2010.

In addition to providing the materials for the class library, the researcher also provided some recommended website addresses in the course outline so that the students could download resources to read.

Reading task. The reading task was the obligation for the students to read poems, fables, fairy tales, folktales, and short stories for children at the pre-intermediate level in a determined number (see Table 1) and they had to write the summary report (see Figure (1) that they were required to submit to the researcher. The researcher checked the report three times during the semester.

A student's final grade was determined on the basis of the number of reading materials read and reported (80 %) and active participation in classroom activities (20%). Three times during the semester, the students' reports were monitored by the researcher to see how many materials they have read. Here is the form of summary report (see Figure 1).

Table 1 Determined Number of Reading Materials and Their Grade

Grade	Number of reading materials	Classroom activities
A	65-more	The students must actively participate in at least 80% of classroom activities: sustained silent reading, managing classroom library, sharing readers, story reading, story telling
A-	55-64	
B+	45-54	
B	35-44	
B-	25-34	
C	16-24	

Media and material development task. The material-and-media development tasks were building story pyramids, changing stories, building own story-books, developing digital storybooks, and making caterpillars. The idea of building story pyramids, changing stories and caterpillars was taken from best practices of classroom reading program of DBE 2 (DBE2, 2010).

Building story pyramid (individual task). The students were asked to analyze their favorite story to determine the chro-

nological order of a story by identifying the beginning, climax and ending of a story. The material and equipment needed were crayon, color pencil, marker, pencil and eraser, asturo/manila paper, and the favorite storybook. The students were instructed to write the summary of the story on the three sides of the pyramid. It was recommended that the story was accompanied with relevant pictures to make the story more interesting and meaningful. The activity was story telling using this media. The pyramid can be seen in Figure 2.

STORY # **Date of reading** **Type of story:**(..... pages)

Title/author :/.....

Characters :

Summary (50-75 words):

.....

.....

.....

.....

.....

Comments:

Useful vocabulary:.....

Figure 1 Form of Summary Report

Changing a story (individual task). The students were instructed to find a story that they want to change. They could change the story on the parts they did not like or they thought not interesting. Then, they were required to read the story aloud and the audience commented on the changed story.

Building own story book (individual task). After reading numerous books, the

students were directed to write their own book manually. They could use the collection in the class library as the models. The researcher allowed those who were not able to draw to adopt and adapt pictures from any resources including the Internet for their storybooks. Afterwards, the students presented the storyreading of their own book.



Figure 2 Story Pyramid and Own Developed Storybook

Developing digital story book (group task). In this IT era, it is a must for teachers to integrate technology in the teaching, including English. As one of the target competences of UM English Language Teaching department is IT literate, thus, the researcher assigned the students to write a digital storybook. They could use any software supporting their storywriting, for example power point, and moviemaker. Next, they presented the digital storybook in groups.

Caterpillar. The name of the task was caterpillar, but the shape of the media did not need to be in caterpillar shape. The main point was in this media, the students wrote their name in the head part, and then in the body part, they wrote the book title and their short comment on the book. Here is a sample of caterpillar work (see Figure 3).

RESULTS

There were 11 out of 58 students who did not submit their reflection, so that the number of data obtained was 47. The subjects of the study did not answer all the five questions; they only answered the questions that applied to their condition. Moreover, they were allowed to write more than one answer for each question. The data entry then was grouped based on the reflection-question number. There were 57 responses for the 1st question, 36 responses

for the 2nd question, 37 re-sponses for the 3rd question, 45 responses for the 4th question, and 42 responses for the 5th question. Afterwards, the researcher read carefully each response within the groups to identify the keywords used in each response, and the coding was done based on the keyword. After the classification, the researcher counted the number of the similar coded responses to obtain the percentages.

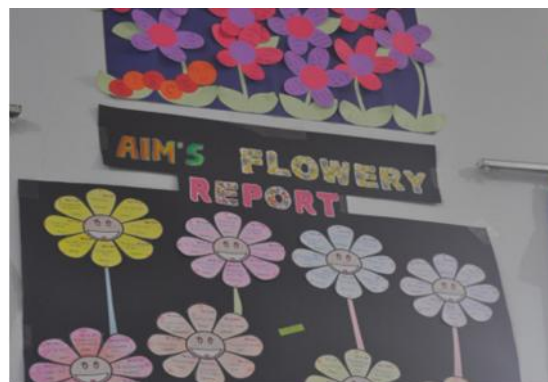


Figure 3 Catterpillar

Based on the responses to the first reflection question, the most important things they learned from the class were creativity and skill in making media (46%) and practical technique/application of teaching enjoyable reading by using material for young learners (40%). In addition, some of them also admitted that by doing all the tasks their personal qualities in terms of motivation, patience, and responsibilities improved (12%). At last but not the least, there was one response tell-

ing about learning experience in technology related to the task of digital story- book development. Here are the excerpts of their reflections.

Table 2 The most important thing the students learned from the class

Students' excerpt related to the most important thing they learned from the class.	
Creativity and skill in making media	"...how we can make some interesting learning media in order to become the next teacher in the future"
Practical technique/application of teaching enjoyable reading	"The practical application of teaching enjoyable reading for students, especially young learners"
Personal qualities improvement	"I have learned about responsibility..."
Technology	"...I have to be in touch with technology..."

In regards to the second reflection question: what they did know and it was rehearsed in the course, 44% of the responses reported that they improved their story telling skill. Their responses indicated that they already knew how to tell a story, but since most of the tasks were telling stories their skill in it had im-

proved. Besides, the skill and knowledge in material and media development were also reported to have increased during the course (33%). The next reported rehearsed skill was summarising skill (8%), followed by skill in managing class library (5%). The samples of students' responses can be seen in Table 3.

Table 3 Things the students knew and were rehearsed in the class

Students' excerpt related to the things they already knew and were rehearsed in the class.	
Story telling	"...I have been rehearsed to be a good story teller by using English"
Material and media development	"...I can increase my ability in making a good English media for children"
Summarizing	"...I really learnt to summarize a text"
Class library	"...in this class the library is more alive"

Meanwhile, the responses to the third question which dealt with students' queries related to the class were quite varied. Most of the responses showed that they concerned the future practice of teaching reading to children (40%). In addition, they

also questioned the purpose of particular tasks of material and media development (22%), the focus of the course (10%), standard of scoring (8%), and punishment upon plagiarism (3%). Please see Table 4 for the samples of responses.

Table 4 Question/queries related to the class

Students' excerpts related to questions/queries from the class.	
Future practice	"...in order to make fun learning, we do not always use fun learning, right? How if the story is sad"
Tasks	"...I wonder the caterpillar means"
Individual problem	"I think it is better to distinguish between the subject of Extensive Reading, English for Young Learners, and IMALTS"
Focus of the course	"I think it is better to distinguish between the subject of ER, EYL, and IMALTS"
Standard of scoring	"How to put the standard of scoring, because we know some students are good on making story but do not have a good ability on drawing or coloring?"
Punishment upon plagiarism	"How to act upon unoriginal work?..."

Furthermore, the students' responses to the 4th reflection question reported that the material and media development task worked well for them (53%) in addition to enjoyment of reading (24%), story telling

(18%), a teaching framework of Hook Book Look Took (2%), and summarizing (2%). Some students' excerpts on this question are presented in Table 5

Table 5 Things worked well from the class

Students' excerpts related to things worked well from the class.

Material and media development tasks	"...catterpillar...pyramid...I am proud of it"
Enjoyment of reading	"The enjoyment of reading and the ideas of creativity..."
Story telling	"Story telling. I trained and improved my confidence"
Hook Book Look Took (a teaching framework)	"The thing worked well for me from the class is Hook Book Look Took"
Summarizing	"Actually...worked well for me is summarizing"

Finally, the researcher found a surprising finding dealing with the responses to the last question. Most of the responses (71%) admitted that material and media tasks, as the things did not work well for them with varied reasons. One of the reasons was because of lack of drawing and coloring skill since pictures are a significant aspect of all media developed. Several responses were also showing unhappiness about the caterpillar tasks since this is redundant with summarizing tasks.

This finding was surprising for the writer since this is contradictory with the finding for the previous question in which they reported that the things that worked well for them were material and media development. Meanwhile, other things that did not work well were pressure to read a lot (14%) and unfair dead lines (7%). Here are the excerpts related to the question (see Table 6).

In the final meeting, they displayed all their works including media they devel-

Table 6 Things did not work well from the class

Students' excerpts related to things did not work well from the class.

Material & media development tasks	"...I am very bad at drawing"
Pressure to read a lot	"...when I have to read a lot of stories and make summaries, I feel a bit boring that time"
Unfair Deadline	"The unfair deadline, since some students can do it on for another week, but I have already finished doing mine"

oped for the whole semester, i.e. summary reports, changing stories, story pyramids, their own developed storybooks, and caterpillars. The students' digital storybooks were compiled into CD and submitted to the researcher. In this final meeting, all students were free to share about their feelings about the course, so this is a kind of reflection discussion. During this time, there were some questions about the purpose of material and media development,

and why the assignments they had were different from the other extensive reading class. The researcher explained the purpose was building multi-competence in reading, material and media development, and teaching English for young learners. It seemed that they were satisfied with the explanation. They admitted that at the first time they felt disturbed with the time consuming tasks of material and media development, but in the end they found them-

selves enjoying their creativity in designing the media to support their presentation in story telling.

Also, they were instructed to nominate the best story pyramid, own-developed storybook and caterpillar by putting sticker on the displayed media. The media with the most number of stickers was chosen as the winner and the developer/student with the most number of stickers for his/her three media was awarded a prize by the lecturer.

DISCUSSION

Referring to the principles of Extensive Reading outlined by Harmer (2007b) that (1) encourage students to read as often and much possible, (2) do joyful reading, (3) respond to the content, (4) involve prediction as a major factor in reading, and (5) provoke useful feedback, the researcher noted best practices of the study in the aspects of class library, teacher role, and the tasks. The establishment of the Class Library was the form of encouragement from the teacher to the students to read as much and often as possible. The freedom to choose the book in the library and list of Internet-based resources were provided to ensure joyful reading was experienced by each student. Meanwhile, the discussion conducted right away after the Sustained Silence Reading activities was the room for students to respond to the content of the material they have read. The students were able to choose the best book for themselves independently without any difficulties reported. Moreover, encouragement to read as much and often as possible was promoted by the teacher via useful feedback in the discussion and presentations.

The finding showed that the most important thing they learned from the class is creativity in developing media from the reading material they have read, and also visualizing their stories by having pictures on their own-developed story-book. The students have experienced the highest level of thinking learning process. This is a good

opportunity to uncover students' talent on drawing and creativity in designing media. The students also reported that in this course, their story telling skill is rehearsed a lot by reading a lot of materials. The tasks of material and media development help students to comprehend the reading material by using visualization. One of visualization strategy suggested by Tomlinson (1998) is relating given illustrations to their own visualization to facilitate interactive reading. To perform storytelling tasks, students have developed story pyramids as the media to use. The content of the media was the summary of the story accompanied by the relevant picture. The students can use the picture available in the book or create the new one based on the story. This study was able to provide supporting evidence for Tomlinson's statement that visualization increases students' understanding of the text and also intensifies their engagement with the texts.

Another aspect to discuss in this study is related to the class library. As mentioned before, in doing this study the researcher administered a Class Library to provide the materials for the students to read. This is relevant to what Harmer (2007a) suggested that it is not enough to tell students to read a lot. The teacher or the school needs to offer them a program which includes appropriate materials, guidance, tasks and facilities such as portable library. Based on the researcher's field note, the students made the maximum use of the class library. Beside they are free to choose the book based on their preference, they also learn responsibility to be a librarian. The class library clearly supports the extensive reading activity done by the students. Moreover, the collection of the library also becomes the resources and model for the students to undertake material and media development.

Related to the way the teacher founded the library by asking the students to donate books they prefer to read in the

class, it is relevant to the fundamental condition of a successful extensive reading program stated by Harmer (2007a) that students should read material which they can understand, which means the books they read is within their level of proficiency. All the books in the class library were the results of the students' self-selection as the goal is reading for pleasure. The class library enabled the students to learn how to manage the class library.

However, the library class will not be used effectively if the teacher does not manage the library work well, like what Harmer (2007a) says that most students will not do a lot of extensive reading by themselves unless they are encouraged to do so by the teacher. The encouragement is in the form of task to make summaries of 65 reading materials. Almost all the students were able to meet the target satisfactorily; only one student read less than 65. Regarding the tasks in this course, the teacher put the emphasis on the reading tasks, while the media and material development tasks are treated as the complement tasks to make them experience more than just reading activities, to exploit reading texts to the full. This principle is in line with what Harmer (2000b) says that it does not really matter which of these tasks students are asked to perform, provided that what they are asked to do helps to keep them reading as much and often as possible.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Integrating material and media tasks provide opportunities for rich learning experiences besides reading for pleasure. From the students' reflection, it was noted that there was a room for them to grow their creativity in developing material and media relevant to the material they have read and create. Moreover, their skill in story telling and summarizing were rehearsed. The reflection reported the challenge found in the study, i.e., the tasks of

developing material and development caused by lack of ability in drawing. Some students also felt pressure the demand to read a lot; a few students suggest that the teacher be stricter on the due date of the tasks so that nobody submits the task late.

Suggestions

This study suggests that teachers need to reconsider the types of tasks given related to the visualization concept and the improvement of the clarity of the assessment including the due date given.

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