

BAB VI

EXTENSIVE READING IN INDONESIAN FOR FOREIGNERS (BIPA) CLASSES: THE IMPLEMENTATION AND CHALLENGES

Sri Budi Lestari

ABSTRACT

This paper aims to report and reflect on the author's experience conducting Extensive Reading (ER) activities for the Indonesian for Foreigners (Bahasa Indonesia untuk Penutur Asing: BIPA) course at Ritsumeikan Asia Pacific University, Japan. ER can be briefly defined as an educational approach in second language teaching, resulting in improved reading and other language skills through reading a wide range of materials in the target language. This approach is very popular among English teachers and has received much attention from Japanese teachers (Sakai, 2008). Currently, only a few reports are available on the implementation of the ER activity in Indonesian as a Foreign Language class. This paper argues that while some Indonesian textbooks contain a wide range of reading materials, there is still a lack of materials specifically designed for Extensive Reading (ER). In other words, there is a need for more reading materials, such as graded readers, that cater to learners' interests and reading levels, and that can promote the enjoyment of reading. This highlights the importance of further developing reading materials to help learners engage in pleasurable and meaningful reading experiences while improving their language skills. However, the author attempted to implement ER activity using online reading materials and printed children's books created for native Indonesian readers, and gained a positive response from students. This paper provides guidelines on conducting ER by providing resources for reading materials that can be utilized in ER activities. These resources have advantages and limitations for BIPA learners since they are not created for learners of Indonesian as a foreign language. The author concluded that creating and developing reading materials for Indonesian Graded Readers is an urgent issue. This paper also gives some example activities, a reading record style, and a class format for occasions where ER is conducted inside and outside class.

Keywords: *meaningful input, extensive reading, reading record, class activity, Indonesian as foreign language*

ABSTRAK

Tulisan ini bertujuan untuk melaporkan dan merefleksikan pengalaman penulis dalam melaksanakan kegiatan Extensive Reading (ER) untuk mata kuliah Bahasa Indonesia untuk Penutur Asing (BIPA) di Ritsumeikan Asia Pacific University, Jepang. ER dapat didefinisikan secara singkat sebagai pendekatan pendidikan dalam pengajaran bahasa kedua yang menghasilkan peningkatan kemampuan membaca dan keterampilan bahasa lainnya melalui membaca

S. B. Lestari*

*Ritsumeikan Asia Pacific University, e-mail: tari0828@apu.ac.jp

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berbagai macam materi dalam bahasa target. Pendekatan ini sangat populer di kalangan guru bahasa Inggris, dan juga mendapat banyak perhatian dari guru bahasa Jepang (Sakai, 2008). Saat ini, belum banyak laporan mengenai implementasi kegiatan ER di kelas BIPA. Tulisan ini berargumen bahwa meskipun beberapa buku ajar BIPA berisi berbagai macam bahan bacaan, ada kekurangan bahan yang dirancang khusus untuk Membaca Ekstensif (ER). Dengan kata lain, ada kebutuhan akan lebih banyak bahan bacaan, seperti buku bacaan berjenjang, yang memenuhi minat dan tingkat membaca siswa, dan yang dapat meningkatkan kesenangan membaca. Dapat disimpulkan bahwa perlu adanya pengembangan lebih lanjut untuk bahan bacaan yang dapat membantu siswa terlibat dalam pengalaman membaca yang menyenangkan dan bermakna sekaligus meningkatkan kemampuan bahasa mereka. Namun, penulis mencoba menerapkan kegiatan ER dengan menggunakan bahan bacaan online dan buku anak-anak cetak yang dibuat untuk penutur jati bahasa Indonesia, dan menerima respon positif dari mahasiswa. Tulisan ini memberikan petunjuk tentang bagaimana melaksanakan ER dengan menyediakan sumber-sumber bahan bacaan yang dapat digunakan dalam kegiatan ER. Sumber-sumber tersebut memiliki kelebihan dan keterbatasan bagi pemelajar BIPA karena tidak dibuat untuk pemelajar BIPA. Penulis menyimpulkan bahwa membuat dan mengembangkan bahan bacaan atau Bacaan Berjenjang Bahasa Indonesia merupakan keperluan yang mendesak. Tulisan ini juga memberikan beberapa contoh kegiatan, format catatan membaca, dan format kelas di mana ER dilakukan, baik di dalam maupun di luar kelas.

Kata kunci: masukan bermakna, bacaan ekstensif, catatan bacaan, aktivitas kelas, BIPA

A. INTRODUCTION

This paper introduces Extensive Reading (ER) activities that have been implemented at Ritsumeikan Asia Pacific University (APU), a university in Japan. APU is a private university in Beppu City, Oita Prefecture, established on April 1, 2000. APU offers language subjects, including Japanese, English, and Asia Pacific Language. Students are required to take language subjects in their non-basis language; for example, Japanese-basis students (e.g., domestic or Japanese students) are required to take English Language Subjects; English-basis students (e.g., international students) are required to take Japanese Language subjects. Meanwhile, Asia Pacific Languages (AP Languages) are elective subjects under Common Education Subjects. Six languages are offered: Chinese, Korean, Malay/Indonesian, Spanish, Thai, and Vietnamese.

The author is the Malay/Indonesian language director. The Malay Standard variation spoken in Indonesia is taught for the Malay/Indonesian subject, mainly the Indonesian language. ER activities have been conducted since the fall semester of 2021. ER has become very common in English language teaching for many years. It has also received significant attention among Japanese language instructors and specialists (Hanabusa & Juhn, 2018; Sakai, 2008). The primary motivation and aim of ER activities at APU are as follows:

1. to keep students motivated to study Indonesian language by providing them with rich and meaningful input.
2. ER has successfully shown promising results in second language learning, but the concept and implementation of it have yet to be applied in Indonesian for

Foreigners (BIPA) classes. ER activity at APU can be a role model for BIPA classes in other institutions.

3. to formulate the design for both in-class and out-class activity of ER in BIPA programs in the future.

This paper reports a preliminary study of the implementation of ER for BIPA classes in the author's university (APU). In Section 1, the background of this study will be introduced in point a, and the concept of ER will be explained in point b.

1. The Background

a. Why ER?

ER is very popular in English Language Teaching (ELT), with many English Graded Readers being published, such as Cambridge English Readers, Pearson Readers, Oxford Bookworms, Footprint National Geographic, and Macmillan Readers. The benefits of ER have also been demonstrated in many studies. The author started to apply ER in Indonesian language classrooms at APU to help students keep their motivation to learn Indonesian. Malay/Indonesian is an elective course at the university where the author teaches. Most students take this course for the sole reason of trying a new language at a beginner level, to get a good credit score, to travel, or to talk to Indonesian friends on campus. The author argues that if they can use their skills, even at a basic level to read fluently, they will have more interest in Indonesia in the future.

ER is promoted in second-language classrooms for two reasons. First, ER is an activity to provide meaning-focused input, one of the “four strands” needed to develop a well-balanced language course (Nation & Waring, 2020). These four strands are meaning-focused input, meaning-focused output, language-focused learning, and fluency development. Second, similar to Nation and Waring (2020), Renandya (2013) emphasizes that input- and output-based types of language practice are equally important in language learning, noting that many language programs give learners extensive output-based practice but deprive them of the opportunity to engage in meaningful input-based practice. This will result in such conditions as learners being fluent in English but with underdeveloped linguistic systems. Renandya (2013) also mentioned that output-based practices such as mechanical practice or drill, meaningful practice, and communicative practice are popular and allow learners to use known language forms with ease and accuracy, but are not particularly useful for developing the linguistic system. Meanwhile, input-based practice does not seem to receive sufficient attention in the classroom (Renandya, 2013). He pointed that input refers to “oral or written language that a learner receives”. According to Renandya (2011), in order for input to benefit the language learning process, it has to meet the following requirements:

- 1) it has to be comprehensible,
- 2) it has to be abundantly and reliably available,
- 3) it has to be frequently encountered,
- 4) it has to contain language features slightly beyond the learner's current level,
- 5) it has to contain language features that engage the learner's attention,
- 6) it has to be meaningful and interesting.

The two most popular input-based practices are extensive reading and extensive listening. In both activities, students read or listen to anything they find enjoyable. The only condition is they should choose materials they can understand independently and read or listen to many materials.

b. The Concept of ER

In ER, the purposes of reading are usually related to pleasure, information, and general understanding, and reading is its own reward (Day & Bamford, 1998). When students read as much as possible, it is also considered as one of the reading activities called Free Voluntary Reading (FVR) or pleasure reading (Krashen, 2004).

The Extensive Reading Foundation (ERF) formulated the concept of ER: when students read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Extensive Reading aims to help the student become better at reading skill rather than reading to study the language itself (The Extensive Reading Foundation, n.d.).

Furthermore, ERF formulated four principles for conducting ER. The four principles are explained in the following sentences, all of which begin with the letters that make up the word "READ" (1) Read quickly, (2) Enjoyably with, (3) Adequate comprehension so they, 4) Don't need a dictionary.

Finally, the benefits of ER are as follows:

- 1) students gain substantial amounts of meaningful input,
- 2) students can see how vocabulary is used in real contexts,
- 3) students can learn on their own and at any time,
- 4) students will not be bored because they can read freely according to their interests,
- 5) students do not feel burdened or pressured because there are no questions to answer after reading, unlike intensive reading.

c. ER Materials and Language Preservation and Mother Tongue Education

From the point of view of sociolinguistics, the project of developing reading materials for the Indonesian ER will also consider contributing to mother tongue education for children of Indonesian origin living abroad. It has been suggested that children with foreign roots in various environments have few opportunities to be exposed to their parent's native language, either at home or in the educational setting. Research has shown that such children begin to learn Japanese characters without sufficient

exposure to either their parent’s native language or Japanese, negatively impacting their reading ability (Sakurai, 2018). If the Indonesian ER reading materials can be developed on a larger scale, it is hoped that those materials can be used in the field of mother tongue inheritance education.

B. METHOD

In this section, the author described some efforts and methods to implement ER activity in BIPA classes. As the Malay/Indonesian subjects coordinator, the author is responsible for the class curriculum design. Not just the syllabus, the author also has the capacity to make plans on what to teach in every single lesson for every level. The textbooks created in APU for BIPA classes are also supervised by the author as the course coordinator.

First, before conducting ER activity, the author developed reading materials from April 2021 to March 2022. Point a will describe the development of the reading material at APU. Second, the author also searched for resources that students could access for reading activities. The findings of this research sources will also be presented in point b. Finally, point c mainly describes ER practices conducted so far at APU.

1. Developing Reading Material for Indonesian ER

The author has been developing books for ER activities with the help of three teaching assistants (TA) and two student illustrators. Due to space limitations, the details of the development process will not be shown in this paper. Below is a list of the ER books that have been created and used in ER activities at APU.

Table 6.1 Books for ER created at APU

Title	Plot (Story Line)	Level	Target of BIPA students in APU
Kancil dan Siput	Mousedeer series. Foot-race of Mousedeer (Kancil) and Snail (Siput)	Beginner	Students who have taken Malay/Indonesian I
Mangga dan Pisang	Mousedeer series. A story of Mousedeer and Monkey planting mango and banana trees.	Beginner	Students who have taken Malay/Indonesian I
Tempe	Culture series, introducing Indonesian traditional fermented food, tempeh.	Beginner	Students who have taken Malay/Indonesian I
Malin Kundang	A folktale from Minangkabau, West Sumatra, telling of a son who behaved horribly toward his mother.	Upper Beginner	Students who have taken Malay/Indonesian II
Heungbu dan Nolbu	Folktale from Korea about two brothers.	Intermediate	Students who have taken Malay/Indonesian III

Title	Plot (Story Line)	Level	Target of BIPA students in APU
Nasi Tumpeng	Culture series, introducing Indonesian rice for celebration.	Intermediate	Students who have taken Malay/Indonesian III
Restoran Penuh Rikues	A rewrite of the famous Japanese story Chuumon no Ooi Ryoriten, by Miyazawa Kenji	Upper Intermediate	Students who have taken Malay/Indonesian IV

2. Finding and Collecting Reading Materials

This section will describe and introduce two websites that provide online reading materials the author examined. Printed books are also used in the ER activity and will be introduced at the end of this section. The characteristics of each material and whether it is suitable for ER activity will also be discussed.

a. Room to Read

Room to Read is a global non-profit organization (NPO) working to improve literacy and gender equality in education. It collaborates with local communities, partner organizations, and governments and is headquartered in San Francisco, California. Their mission is to transform the lives of millions of children through education, creating a world free from illiteracy and gender inequality (Room to Read, Vision 2025: Ending the Impossible). This NPO started introducing an online learning platform called Literacy Cloud during the COVID-19. The platform can be accessed through the following link: <https://literacycloud.org/>.

Room to Read has an extensive book collection on certain topics, such as climate change, adventure, nature, friendship, and stories from several countries. These books can be accessed or read in 19 languages, including Indonesian. Readers can sort and search the books by difficulty level, which are A1, A2, B1, B2, B3, and C. Level A1 books are defined as having simple, familiar concepts, word repetition, and an average of 1–4 words per sentence, Level A2 books are defined as having simple concepts, familiar situations, and an average of 2–6 words per sentence. The next levels cover increasing numbers of words and more complex sentence structures and concepts; for example, level C contains a full range of words, structure, punctuations, often full pages of text, and chapter books.

It is important to note that books distributed online by Room to Read and other sites below are created for native-speaker children. They offer a large number of topics and interests, but the word selection fails to meet the BIPA level ranges. For example, the books covered in level A1 are not always easy for beginner learners. However, since they cover simple and familiar concepts of levels A1 and A2, the author mainly asked students to read books in the range of these levels. Students can also access the video of “Read aloud” or *Bacakan* instead of reading it by themselves.

b. Let's Read

Let's Read is a website providing books for children as an initiative from The Asia Foundation. The author considers it suitable for practicing ER because this website aims to nurture reading habits that enable children to reach important development milestones, families to share stories that affirm their culture, and communities to flourish and grow inclusively. Books on this website came from BookLabs, translations, and partnerships. BookLabs is a resource bank on this website that brings authors, illustrators, and editors together to produce relatable, high-quality children's books in local languages. Like Room to Read, the books in Let's Read website are available in many languages, but differ from Room to Read; this website gives readers access to books written in local languages, such as Javanese, Minangkabau, Balinese, Tetum, and other local languages of certain countries or regions.

Let's Read books are categorized into 15 topics: family and friendship, superheroes, adventure, animals, nature, health, science, folktales, and others. There are six levels of difficulty, ranging from level 0 to level 5. Unlike Room to Read, the easiest level, level 0–1, only includes very few books written in Indonesian. Let's Read allows some books to be downloaded and shared for education.

As mentioned above, the author also used printed books. These books are mainly children's books published by Litara Foundation, and some translated books (of Japanese comics, etc.). Litara Foundation is a partner organization of Room to Read and Let's Read, working to provide free books for children.

Table 6.2 Comparison of the Online Resources

Website	Book Levels	Number of Books in Indonesian	Topics	Languages
Room to Read	6 levels (A1, A2, B1, B2, B3, C)	Level A1: 24 titles Level A2: 86 titles Level B1: 61 titles Level B2: 7 titles Level B3: 10 titles Level C: 5 titles	13 categories (Activity, Citizenship, Creativity and Technology, Health, History and Culture, and others)	19 languages are available
Let's Read	5 levels (0–5)	Level 0: 5 titles Level 1: 55 titles Level 2: 202 titles Level 3: 163 titles Level 4: 108 titles Level 5: 35 titles	15 categories (Funny, Superhero, Critical Thinking, Adventure, Animals, Non-fiction, Nature, Community, and others)	53 languages are available

All the reading materials (online and printed books) discussed here are designed and created for native speakers of each language. Although they provide gradations or levels of difficulty from a very easy level, those levels are unsuitable for BIPA learners.

The vocabulary found in those easy-level books is sometimes unfamiliar to BIPA beginner learners. However, the author considers that there are benefits to be drawn from these resources to some extent, mainly because books for natives are rich with authenticity. At the same time, however, we should not depend solely on these kinds of children's books. In other words, developing reading materials for BIPA learners, such as Graded Readers in English, is an urgent issue.

In the next section, the author will discuss how to use the above resources to conduct ER activities in BIPA classes.

3. ER Activities at APU

The author has implemented ER both inside and outside the classroom. In this section, three in-class and three outside-of-class ER activities (two event activities and one homework activity) will be shown.

a. In-Class ER Activities

The author conducted ER in class for the first time in the fall semester of 2021, more precisely on November 11, 2021, in the Malay/Indonesian III class with five students. The reading materials used in this class include Indonesian books from the author's personal collection, Japanese and Korean comics in Indonesian translation as shown in Picture 6.2 and online resources at the "Gerakan Literasi Sekolah" site that can be accessed through this link: <https://komik.pendidikan.id/baca-komik/>.



Picture 6.2 (a) Japanese Comics in Indonesia Translation (b) Korean Comics in Indonesian Translation

In the first activity, students seemed happy with the amount of reading material they had never seen, but had difficulties in comprehension due to the mismatch of levels. The second trial was conducted in the spring 2022 semester, on June 17, in two Malay Indonesian classes with a total of 19 students. In this activity, the author used printed books published by the Litara Foundation and some stories downloaded from the Let's Read website. Students seemed enthusiastic about choosing the books compared to the previous activity in the Malay/Indonesian III class. They appeared serious and eager to read. Starting from the second trial, the author began to use

reading records, asking the students to complete them according to what they had read. The reading records were created using Google Sheets and printed on paper so that students could directly complete the record. The following **Picture 6.2** shows the record form.

Nama _____															
Level di APU (riwayat belajar bahasa Indonesia di APU) _____															
No.	Tanggal	Judul Buku The Title	Read pages / The Whole Pages	Waktu Membaca (Reading Time)	Tingkat Kesulitan mudah (easy) / — / sulit (difficult)					Menarik atau Kurang kurang (not really) / — / menarik (interesting)					Kesan (Comments)
					1	2	3	4	5	1	2	3	4	5	
Contoh	6/1/2022	Tempe	17/20	15 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ada kosakata sulit tapi bisa mengerti dengan melihat gambarnya. Saya mengerti (understand) 40%.	
1					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
11					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
12					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		Tingkat Kesulitan 1: mudah sekali 2: mudah 3: sedikit sulit 4: sulit 5: sangat sulit		Menarik atau Kurang 1: kurang menarik 2: agak menarik 3: biasa 4: menarik 5: sangat menarik											

Picture 6.2

The time allocated to the in-class activity was 90 minutes, followed by a predetermined flow. This flow was arranged based on the Seminar of Extensive Reading held by the author and couched by a Japanese ER specialist (Yoshikawa, 2021). It can be seen below:

- 1) Orientation (10 minutes),
- 2) Book arrangement or preparation (5 minutes),
- 3) Read-aloud by teacher (10 minutes),
- 4) Free reading time (50 minutes),
- 5) Break (5 minutes),
- 6) Book Talk (10 minutes).

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Picture 6.3 Situation in Class When The ER

The situation in class when the ER conducted can be observed from Picture 6.3. Although there were very limited reading materials, students were very excited by the books and proceeded to read them silently.

The third activity was held in Malay Indonesian II classes in the fall semester, November 11, 2022, in three classes: two face-to-face classes, one with six students and the other with four students, and one online class with two students. The class with six students was the author's class. This activity utilized all the available resources thus far, both online and printed books, including the books created at APU. The author allowed students to choose how to access the stories more freely, and some accessed Room to Read for the audio version, which is the Read aloud or *Bacakan*. After the activity, the students were asked to complete the survey in two of the three classes. A total of 7 responses were received. Below are the answers to the question: *Bagaimana kegiatan hari ini?* or How was today's activity?

- 1) "It was fun and interesting to see the words that I learned used in a book."
- 2) "It is very rare to have the opportunity to read Indonesian picture books. So, I was able to spend very meaningful time with them."
- 3) "I was reassured that picture books are fun to read no matter how old we are."
- 4) "It was fun, including the pictures."
- 5) "The vocabulary was a little difficult."
- 6) "I could understand Indonesian at my current level when reading the book."
- 7) "It was very useful for me."

b. Outside-Class ER Activity

The author held two ER events at APU, open to any students who had taken the Malay/Indonesian II or above classes. The first event was held on June 24 and the second on July 1, 2022. Only printed books were used: books created at APU, books published by Litara Foundation, and stories downloaded from Let's Read. The books were arranged on the table, as shown in Picture 6.4.

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Picture 6.4 Books created at APU, published by Litara Foundation, and stories downloaded from Let's Read

A total of six students participated in each activity. The same survey as discussed above was administered after the event. Below are some responses from the students.

- 1) "It was a very different class from what I normally do, and I enjoyed every minute of it!"
- 2) "This was a very interesting class!"
- 3) "I would like to take this class again!"
- 4) "I wanted to read Indonesian picture books, but I couldn't find them in Japan. So, I was very happy to be able to participate this time."
- 5) "I love picture books. So, this was fun!"
- 6) "I think today's activity is very interesting because there are many books in Indonesian."

Picture 6.5 below shows the reading record of a student who participated in both events. This student showed progress in reading more books in the second event; she used her Indonesian name, Maharani, which her lecturer gave.

Buku ini tidak diperjualbelikan

Catatan Membaca 読書記録

Malin Kundang
Ceritanya sangat menarik!
Lalu tingkat kesulitan juga tidak terlalu susah.
Saya sangat menikmati cerita seperti ini dan ada minat cerita yang diganti beda orang-orang.

Teman Baru Epi
Cerita ini sangat bagus.
Kamu 2 anak yang hidup bisa bisa mendeteksi sebagai bola bisa kita bisa belajar tentang bagaimana pagungsi yang tinggal di Julo. & kesulitan juga tidak terlalu susah, bag: saya paling suka

Nama: Maharani
Level: di APU (banyar belajar bahasa Indonesia di APU) Level 3

No	Judul Buku The Title	Read pages / The Whole Pages	Waktu Membaca (Reading Time)	Tingkat Kesulitan (muda) (sulit) (difficult)					Menarik atau Kurang (minat) (real) (minat) (interesting)					Kesan (Comments)
				1	2	3	4	5	1	2	3	4	5	
Contoh	Tempo	17/20	15 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	Aku Suka warna-warni	12/15	5 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ada kosakata sulit tapi bisa mengerti dengan melihat gambarnya. Saya mengerti (memahami) 40%.
2	Kau yang paling lucu	24/28	10 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ini ini sangat menyenangkan, saya bisa belajar banyak hal dari buku ini. Bagaimana hal yang sudah saya lakukan pada...
3	Aku Suka cerita	23/23	10 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ceritanya menarik, tapi cerita itu sangat bagus.
4	Wah, ingin melihat dunia	28/28	2 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan kita dan abi, baik.
5	Menemukan Teman Baru Epi	24/24	6 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan ayah dan ibu, baik.
6	Menemukan Teman Baru Epi	24/24	2 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan ayah dan ibu, baik.
7	Menemukan Teman Baru Epi	24/24	2 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan ayah dan ibu, baik.
8	Menemukan Teman Baru Epi	24/24	6 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan ayah dan ibu, baik.
9	Malin Kundang	19/19	15 menit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hubungan ayah dan ibu, baik.
10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Tingkat Kesulitan
1: mudah sekali
2: mudah
3: sedikit sulit
4: sulit
5: sangat sulit

Menarik atau Kurang
1: kurang menarik
2: agak menarik
3: biasa
4: menarik
5: sangat menarik

menang ungsi: 勝利者
pegungsi: 勝利者

Aku suka cerita orang yang tidak bisa melihat, bisa jalan-jalan sendiri dengan tangan, hidung, dll.
orang seperti itu lebih bisa lakukan itu.

Picture 6.5 The Reading Record of a Student

The following Picture 6.6 shows students reading the books.



Picture 6.6 Students Reading The Books

c. ER Activity as Homework

The author also assigned ER homework as an outside-class activity. For the homework, another form of reading record was used. The author limited the books to only the easy books from Room to Read website (Level A1 and A2). The books were chosen according to the difficulty level, vocabulary, and topics. The author selected 50 books and labeled them according to the level of comprehension ease or grade category: mudah sekali (very easy), mudah (easy), sedikit sulit (moderately difficult), sulit (difficult), and sangat sulit (very difficult). After that, the author asked students to

give their comments on the difficulty level in the available column that can be seen in Picture 6.7. Picture 6.7 depicts an example of a form completed by a student.

PR Membaca Buku									
No	* = printed book is available in APU.	Judul	Tema	Source https://literacycloud.org/	Tingkat Kesulitan menurut website A1~B1	Perkiraan Tingkat Kesulitan untuk mahasiswa APU	Sudah Baca?	Bagaimana Menurut Kamu tingkat kesulitannya?	Komentar
1		Campur, Campur, Campur	Warna	Room to Read	A1	mudah sekali			
2		Ada Berapa?	Binatang	Room to Read	A1	mudah	Sudah	mudah	とところどころ難しい単語が出てきた。
3	*	Negeri Semarang	Binatang	Room to Read	A2	sedikit sulit			
4		Rumah Baru Umang	Binatang	Room to Read	A2	sedikit sulit			
5		Lampu yang Menyala	Kehidupan	Room to Read	A2	sulit	Sudah	sedikit sulit	知らない単語が多かったが、イラストでも分かりやすく、ストーリーも丁寧な構成で、イラストが可愛い。
6		Pelak Umpet	Binatang	Room to Read	A2	sulit			
7		Main, Yuk	Anak	Room to Read	A2	mudah			
8		Toko Roti Milik Harimau	Binatang	Room to Read	A2	sedikit sulit			
9		Oni dan Ani	Kehidupan	Room to Read	A2	mudah			
10		Katak Jadi Pintar	Binatang	Room to Read	A2	sedikit sulit			
11		Ayo Pulang	Kehidupan	Room to Read	A1	mudah			
12		Aku Sayang Ibu	Anak	Room to Read	A1	mudah	sudah	mudah	知っている単語がほとんどで読んでいて楽しい。
13		Kecil atau Besar?	Anak	Room to Read	A1	mudah	sudah	mudah	文字が少なくイラストもわかりやすく、読みやすかった。
14		Merak Ingin Terbang	Binatang	Room to Read	A1	mudah			
15		Pesta Ulang Tahun Pipu	Kehidupan	Room to Read	A1	mudah			
16		Warna-Warni	Binatang	Room to Read	A1	mudah sekali			
17		Kring! Kring!	Binatang	Room to Read	A1	mudah sekali			
18		Tibu dan Tuil	Binatang	Room to Read	A1	sedikit sulit			
19		Krauk! Krauk!	Budaya	Room to Read	A1	mudah			

Picture 6.7 A Form Completed By A Student

This homework was given from December 23, 2022, to January 27, 2023. On average, students could read about 7 to 10 books.

C. ANALYSIS AND DISCUSSION

The author implemented the ER approach to provide meaning-focused input activities for Indonesian language students at APU. Before conducting ER activities, the author developed reading materials and searched for sources that could be used as material for ER activities. The search identified several sources of suitable reading materials online, namely Room to Read and Let's Read. These two sources have advantages and disadvantages, but it should be noted that the reading materials from these two sources are selected and designed for native speakers, not for learners of Indonesian as a foreign language or second language.

The author also used other reading materials, namely printed storybooks published by a children's book publisher in Indonesia. With limited reading materials and resources, the author organized several ER activities both inside and outside the classroom in which students chose books according to their level of skills and interests, as much as possible based on the concept of ER. The four basic principles that the author applies in ER activities at APU are:

- 1) start from scratch by reading easy books that you can enjoy without translating,
- 2) do not use a dictionary,
- 3) skip over difficult words, phrases, and passages,
- 4) When the going gets tough, quit the book and pick up another.

The four above combine ER promoters' principles in English and Japanese language teaching (Extensive Reading Foundation, n.d.; NPO Tadoku Supporters, n.d.). These four principles are essential because ER's main goals and benefits are to improve vocabulary acquisition, better understand the target language's grammar, build a positive attitude toward reading, and gain vast knowledge about various topics.

D. CONCLUSION

In order for ER activities to be appropriately organized and have beneficial impacts, it is necessary to develop special reading materials according to the learners' level, from beginner to intermediate to advanced. In addition, an appropriate formulation is needed to measure the effectiveness of ER activities in the form of assessments, outcomes activities of the students, and others. In this article, the author provides some examples of how ER activities were started in the BIPA class, presents various activities both inside and outside the classroom, and attempts to vary the form of reading records that can facilitate students reading numerous books.

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