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An Integrated Model of Intensive and Extensive Reading in Teaching Reading for EFL University Students: Current Practice and Future Possibilities

Melyann Melani¹ and M. Zaim²

¹ State Islamic Institute of Bukittinggi, Indonesia.

² State University of Padang, Indonesia.

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ABSTRACT

The vast amount of information available on the internet makes Reading become more important than ever before. It is possible to say that reading is not a guarantee for someone success but success will be harder to come without becoming a skilled reader. Teaching Reading in EFL setting has always been problematic. This is due to the fact that most students have limited amount of vocabulary, limited opportunity to read, limited access to reading material for practice and low motivation to read. Meanwhile, most of Reading lessons resolved around reading passages and answering comprehension questions which looked more like testing Reading rather than teaching Reading. Moreover, most teachers were not concerned on promoting reading outside of the classroom as a means of practice and expect the students to be able to read without any difficulties. Fluency in Reading, as a matter of fact, is the result of thousands of hours of meaningful Reading. The problems mentioned above, lead the writer to develop a model that integrates intensive reading with extensive reading. The intensive reading is designed to teach reading skills and strategies which are needed to become skilled readers. The Extensive reading is designed as a means of practicing the skills and strategies that are taught in the classroom as well as to develop fluency, improve vocabulary and motivation to read. Therefore, this article will elaborate intensive reading, extensive reading and the integrated model of the two concepts as well as current practice and future possibilities.

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Introduction

Several literatures have encouraged that extensive reading is integrated into the curriculum and some have proven that it was effective (Hamra and Satyana, 2012:1; Loucky, 2004:104; Grabe, 2010:326; Hedgecock and Ferris, 2009:220; Nation, 2009:60; and Brown, 2001:301). The idea of integrating extensive reading to the curriculum is triggered with the fact some students are still struggling with reading even though that they have been introduced to skill and strategies in classroom reading. When reading skills and strategies are introduced to the students in the classroom, they usually have limited opportunity to practice using them.

As a matter of fact, the most important element in teaching reading skills and strategies is providing enough practice. It seems quite impossible to provide enough practice for using reading skill and strategies in the classroom due to the limitation of time. Thus, extensive reading is used as a means of providing practice for using reading skill and strategies as well as developing positive attitude for reading.

There are also several other issues related to the teaching of Reading in the University level. Most students usually jump to conclusion that problems in understanding the text are related to limited amount of vocabulary. They have a strong belief that when they encounter difficult words it will stop them from understanding. The more difficult words they encounter the more desperate they will be and they will finally give up on the task of understanding.

When it continually happened, they will have a negative attitude toward reading. These students will not be motivated to read, they will only read when they have to. This is not good for their overall reading and language development since reading is the source of input for language acquisition. It is true that vocabulary is the basis component on constructing meaning, but strategic readers will be able to tackle problems related to vocabulary by using specific strategies and are still able to draw meaning from a text. This is one of several indications that showed some students are not strategic readers yet.

Limited opportunity to read contributes to the students problems in reading. Teaching reading strategies in foreign setting is another important thing that should be considered. One obvious difference between L1, L2 and FL is the amount of time devoted to reading in each setting. L1 readers read many different texts with different purposes in a very natural ways. Reading will eventually become an automatic process as the result of a lot of time devoted to unlimited amount of reading. L2 readers, as compared to FL have more opportunity to read since they will be able to find reasons to read outside the classroom as a means to develop automaticity in reading. FL readers, however, have a more limited opportunity to develop automaticity since classroom is the only meaningful opportunity where they are exposed to reading. Grabe (2010: 28) states that automatic process in reading is the outcome of thousands of hours of meaningful input.

Tele:

E-mail address: melyannmelani@gmail.com

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It is something natural that most of FL readers are struggling and consider reading is difficult and frustrating to most of them considering the amount of time they spend reading. It is also possible to say that most FL readers are exposed into limited amount of input.

The lack of reading resources contributes to the inability for students to practice using the strategies especially when they are reading on their own. There are not enough texts, books, magazines or other interesting materials for students to read. Libraries only offer scientific text books, not reading material that will motivate students to read. Interesting reading materials like teen magazines, fashion or sport magazine can be used to attract students' attention to read their own with pleasure. When we wish to successfully help students to learn language, the use Self Access Centre (SAC) can be very helpful (Harmer, 2011:403). In SAC, students work on their own with a range of materials, from grammar reference and workbook type to audio and video excerpt, or work with computer and internet.

The fact that most university students are having problems with vocabulary in reading, the fact that they are not strategic readers, limited opportunity to read, lack of reading recourses eventually motivate them not to read. As an effort to help the students, the writer has come up with an idea to integrate intensive reading with and extensive reading. Intensive reading is a situation where students are taught reading with the focus of teaching them reading strategies, meanwhile, extensive reading is used as a means of practicing reading strategies introduced in the intensive reading.

Intensive Reading

Intensive reading is explained as approaching the text under a close guidance of the teacher or under the guidance of a task which forces the students to pay great attention to the text (Nuttal, 1988:23). The classic procedure of intensive reading is the grammar translation approach. It is where the teachers works with the students and use the first language to explain the meaning of the text, sentence by sentence. The intensive reading focuses on comprehension with the use of translation to make sure that the students understand. Besides, language features and vocabulary are also the focused of classic intensive reading.

Nation (2009:27) stated that if intensive reading is to be done well, there is several other focuses that can be explored. First, cohesion, where students can practice interpreting what pronouns refers to in the text, what conjunction relationship between sentences are and how different words are used to refer to the same idea. Second, the focus is on information structure. Certain texts contain certain kinds of information. News reports, for examples, can describe as what happened, what lead to the happening, what the likely effects would be, who was involved, and when and where it happened. Students can be helped to identify these different kinds of information. Third, the focus of intensive reading is on genre features. The vocabulary, grammatical features, cohesive features and information all contribute to the communicative effect of the text. Intensive reading can focus on how the text achieves its communicative purpose. Finally, the focus of intensive reading is strategies. Intensive reading can be used to help students develop useful reading strategies. Students can also receive training of certain reading strategies.

Focuses of intensive reading has evolved. The classic procedures used grammar translation approach to make sure that students comprehend the text. Comprehension, language features and vocabularies are used as the focus.

Later, to improve the quality of an intensive reading, other focuses like cohesion, information structure, genre features and strategies are established. As for this research, the writer had already stressed the importance of reading strategy in reading, therefore, strategy is used as the focus of the intensive reading.

Since the goal of intensive reading is comprehension of the text, intensive reading is under a close guidance of the teachers in terms of focus and exercises. Several focus of intensive reading had been discussed above. Next, it is also important that teacher makes sure that they are using good exercise in an intensive reading. There are several features of good intensive reading exercises as explained by Nation (2007:28). First, a good reading exercise directs students' attention to features of the text or strategies that can be used for not only for understanding certain text but more importantly they can be used with any text. Second, a good reading exercise directs students' attention to the reading text. It means that students need to read the text or at least part of the text to do the exercises. It is also important that some reading exercises require students to relate part of the text to wider context from outside the text. Third, a good exercise provides teacher and students with useful information about the students' performance on the exercises. As for the students, it is useful information for them when they are not able to do the exercises. It is an indication that they need to read better or to read more. The teacher can use the information on the students' performance to improve teaching. Finally, a good reading exercise is easy to make. Teachers have to choose texts which are suitable with the students' need, they can even create their own exercises when the text doesn't have good exercises.

Hedgecock and Ferris (2009:162) describe some stages of an intensive reading. It starts with before reading stage. The pre-reading stage is important. It is important to help the students to identify what they might already know about the text content and the language. It also helps the students to acquire information about the text that might not be part of their background knowledge, to preview the text to capture its content and structure and also to build interest before reading. Next, it is during-reading stage. It is when the teacher facilitates throughout students comprehension and interpretation of the text and guide students to practice reading strategies that may be transferable to other context. Finally, it is the after reading stage. It allows the students to summarize, respond to, and critically evaluate what they have read through extension activities that require them to discuss, write about, and investigate what they have learned.

Since reading strategies are taught to help students to read with better comprehension, it is important to identify what is comprehension. Comprehension is a process of understanding something, getting its meaning. Sadosky, (2004:68) mentions that there are three levels of comprehension. First is the literal level where the students are able to interpret the author's word in a given sentence. Second is the inferential or interpretative level. It is the level of comprehending what is implied but not explicitly stated. Finally is critical reading. It involves assessing and judging the value of what is read.

To conclude, it is important that focus of intensive reading is determined; characteristics of good exercises designed in an intensive reading is used; and lesson in intensive reading are divided into three stages, namely, pre-reading, during reading and after reading.

Those are some important consideration that should be fulfilled when an intensive reading program is to be successful.

Extensive Reading

There are several advantages of extensive reading. First, it provides comprehensible input. Krashen (1981:20) argues that extensive reading will lead to language acquisition, provided that certain preconditions are met. These include adequate exposure to the language, interesting material, and a relaxed tension-free learning environment. Elley and Manghubai in Asraf and Ahmad (2003:15) warn that exposure to the second language is normally planned, restricted, gradual and largely artificial. The reading program that they conducted and the choice of graded readers in particular were intended to offer conditions in keeping with Krashen's model.

Extensive Reading can enhance learners' general language competence. Grabe (1991:391) and Paran (1996:30) have emphasized the importance of extensive reading in providing learners with practice in automaticity of word recognition and decoding the symbols on the printed page. Extensive reading enhanced language learning in areas such as spelling, vocabulary, and grammar and text structure. It increased knowledge of the world, improved reading and writing skills (Richard and Renandya, 2002:298). Hedgecock and Ferris (2009:209) stressed the advantages of extensive reading on reading itself that extensive reading develops automaticity in reading, builds background knowledge, and promotes confidence and motivation in reading.

Carrel and Carson (1997:49) state that extensive reading involves rapid reading of large quantities of materials or longer reading for general understanding, with the focus generally on the meaning of what is being read than on the language. Davis (1995:329) mentions that an extensive reading programme is a supplementary class library scheme, attached to an English course, in which students are given the time, encouragements and materials to read, at their own level as many books as they can, without the pressure of testing and marks. Krashen (1982:183) stated that extensive reading is an individual silent reading period in class.

The definition on extensive reading above somehow defines extensive reading as well as provides characteristics of it but not quite comprehensive. There are several characteristics of a program to be identified as an extensive reading. Richard and Renandya (2002:296-298) sum up some of the most important characteristics of extensive reading. They are (1) Students read a large amount of material, (2) Students usually choose what they want to read, (3) Reading materials vary in terms of topics and genre, (4) The material students read is within their level of comprehension, (5) Students usually take part in post reading activities, (6) Teachers read with their students, thus modelling enthusiasm for reading, and (7) Teachers and students keep track of students' progress

Day and Bamford in Day (2005:294) attempted to determine the nature of successful extensive reading program. They claimed that successful extensive program has 10 characteristics, some of them share the characteristics of extensive reading proposed by Richard and Renandya. They are (1) Reading material is easy, (2) A variety of reading material on a wide range of topic is available, (3) Students choose what they want to read, (4) Students read as much as possible, (5) The purpose of reading is usually related to pleasure, information and general understanding, (6) Reading is its own reward, (7)

Reading speed is usually faster rather than slower, (8) Reading is individual and silent, (9) Teachers orient and guide their students, and (10) The teacher is a role model of a reader. They conducted a survey on the practice of extensive reading and research finding in foreign language context started from 1998 to the present. The purpose of their study is to determine how the practice of extensive reading in foreign language classroom matched the ten principles. From the study of 44 reports of extensive reading program, they classify all those program into 4 category. The category is arranged based on the number of the principles of extensive program used. The category starts from Pure ER with all principles used, Modified ER with many principles used, Light ER with some principles used and finally Fringe ER which represent ER only in name without any principles used in the program. The study later concludes that there is no widespread agreement on what extensive reading is, but to some extent the ten principles of extensive reading proposed by Day and Bamford can be used as an indicator to evaluate extensive reading program.

The reading material also pose a challenge in implementing extensive reading. Nation (2009:51) encourages the use of graded reading material in extensive reading to avoid frustration and limitation of the students in finding the reading material themselves. Thus, there is a need to find the students' current vocabulary level when extensive reading is used. In line with Nation, Nuttal (1982:183) also insisted on assessing student's linguistics level in order to be able to select and choose books for students to read. Hedge (2002:202) explicitly mentioned the amount of reading that students do to be identified as an extensive reading. She mentioned that to be called an extensive reading program, students must read at least fifty books per year. If this is applied in foreign language setting and for beginner, it would be difficult. Other writers, like Krashen (1982:183), stated that students should be encouraged to read at the minimum level of one hour per-evening.

The biggest challenge related to the reading material used in an extensive reading is probably providing suitable and sufficient reading material for the students to read. The wide range of reading material that is available on the internet can somehow help teachers with these problems. Some online sites can be accessed freely by the students to find reading materials, they range from classified reading topics to graded reading materials that students can choose Melani, (2005:86).

Evaluating extensive reading also need to be considered for effective results. The Extensive Reading Foundation (2011:9) suggested five different assessments. The first assessment is book reports, summaries, presentation and posters. Students can write or present oral book report and summaries or make posters and presentation that summarize the content of the book. They could also comment on the characters in the book, the plot, or their reaction to it. Lower level ability students might do sentence completion activities such as 'my favorite character was ... because ...', or 'I didn't like this book because ...' or 'the reading materials that I read is about ...'. Giving grades is the next kind of evaluation activity for Extensive Reading. The students are given grades based on the number of pages or words they have read; how many reading levels they go up, the quality of their written or oral book summaries, their participation in follow-up ER activities. The next form of assessment is measuring reading speed. This is done at the beginning of the course, where the teacher ask the students to read for three minutes.

Then, the teacher count the number of words they read and divide that by three to get the number of word per minute. Repeat this in the middle and at the end of the course..

The characteristics offered above are guidelines for anyone who plans to use extensive reading as supplementary activities for their courses, but those guidelines are not fixed. There are several adjustable condition in the practice of extensive reading (Day, 2015:294). It can be adjusted in accordance to the condition of the students. In every Reading class, we teach the students to be able to read. Students learn to read by actually reading a lot, yet, reading a lot is not the emphasis of most reading curricula (Grabe&Stoller, 2002:90). It is actually what happens in most reading classes, teacher only relies on classroom reading alone without ever wanting to consider reading outside of the classroom for more practice on whatever classroom reading is designed.

The description of extensive reading above indicated that the condition underwhich extensive reading are implemented varied. Some suggested to use graded reading, to assess students current language level, to set the number of pages or book students read, and some also suggest several ways to assess the extensive reading program. Whatever condition is set on implementing extensive reading, the characteristics of the nature of extensive reading offered by Day and Bamford above can be used as a guidelines by those who apply extensive reading. The writer herself also adjusted some condition on implementing extensive reading. The extensive reading is used as a means for practicing reading skills and strategies taught in intensive reading. Since the students are first year students in university level with low English proficiency, they are only asked to read several pages of text in a week. The number of passages will gradually improve in accordance to the response from the students on the extensive reading activities. To help students choose text that they find interesting to read, the writer provide some sites where students can access a wide range of text that they like. In assessing the extensive reading, the writer suggests on using reading logs as a report of their extensive reading activities. The reading logs consist information on the number of pages that students' read, the summaries or comment on the text and what reading strategies that they use.

There are several points that can be highlighted from a brief discussion above. It starts with the importance of reading skills and strategies in helping students read with better comprehension. Explicit teaching of reading strategies by using certain instructional framework in a strategic reading instruction is highly recommended when one wishes to teach reading skills and strategies. Intensive reading will be appropriate to be used when the focus is on strategies. Finally, an extensive reading is also recommended as the complementary support of the intensive strategic reading instruction.

An Integrated Model of Intensive and Extensive Reading Current Practice

There have been several studies which attempted to integrate intensive reading with several different focuses with extensive reading but not yet providing a model of instruction to integrate both concepts. Loucky (2004:104) investigated that both intensive reading and extensive reading have their advantages to offer at different stages of reading instruction. This study focused on maximizing comprehension and vocabulary learning strategies and component of the two approaches for the teaching of reading in second language setting.

In the intensive reading the researcher was incorporating various cooperative and communicative learning strategies and activities to make learning more balanced and effective with the focus of comprehension and developing students' vocabulary. The extensive program was initially done in school by using sustained silent reading but the aims were to practice them out of the class.

Carrell and Carson (1997:47) in their study argued the need for both intensive and extensive reading in EAP setting reading curriculum, and further argued that a principled curricular approach to combining both is through Task-Based Language Teaching (TBLT). Given the need for academic preparation programs that focus on college and university requirement so that students are taught literacy skills which are transferable to academic context, they argued that both intensive and extensive reading are necessary to prepare students for the tasks and text they encounter in collage.

Hamra and Satyana (2012:1) attempted to design a model of teaching reading for university students by using team-based learning concept that involves an instructional design with three teaching stages; reading outside, small group discussion and class discussion, the model of teaching is called MTR (Model of Teaching Reading for EFL university students). MTR considers the required reading materials prepared by the lecturers, self selected materials based on students' interests, team-based learning, and the evaluation to see reading achievement at the end of the lesson. The selected reading materials as the weekly reading task for the students are expected to increase reading participation of the students. This model is described in the following figure:

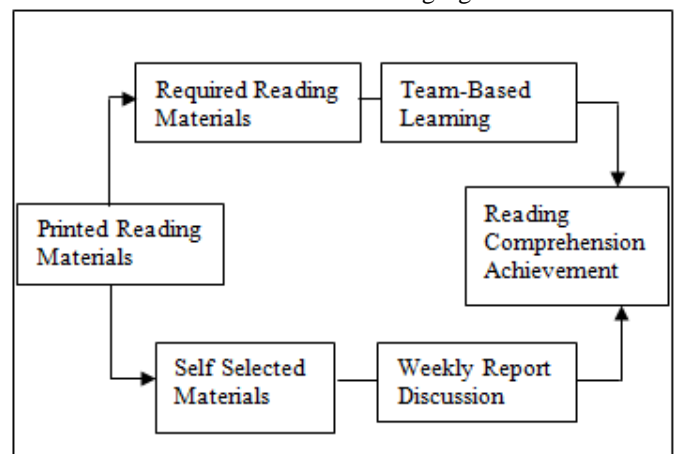


Figure 1 Model of Teaching Reading (Hamra & Satyana, 2012).

By looking closely at the element of the model, it is somehow reflected in the model that the students are involved in reading as an activity carried out in the classroom and reading as an activity carried out outside of the classroom. Inside the classroom the students were involved in classroom discussion to talk about reading activity on materials prepared by the lecturers. Outside of the classroom the students are reading materials that they like as a weekly reading assignment and they were also asked to read materials that the lecturers provided and that it is followed with small group discussion. Inside the classroom reading activity, although it is quite inappropriate to call it intensive reading, is actually integrated with outside the classroom reading which can be related to extensive reading since students are free to choose any reading materials that they have.

This model is not focusing on integrating both intensive and extensive reading yet, but it already had an element that integrate both concept of intensive and extensive reading.

When one wishes to teach reading strategies explicitly, Cognitive Language Learning Approach (CALLA) instructional framework can be used to make sure that reading strategies are taught effectively. This framework is used in second language setting and used by teachers to teach content along with language. CALLA is an instructional model that integrates current educational trends in standards, content based language instruction, and learning strategies. Thus, this framework can help teachers incorporate learning strategies into their lessons. According to Chamot and O'Malley (1994:43), CALLA instructional framework is suitable to be used. This framework provides explicit learning strategies instruction through a progression from teacher-guided activities to student's independent use of strategies, similar to the progression required to facilitate language learning. The five basic phases in the CALLA instructional framework are explained below:

The first step is preparation. In this step, students prepare for strategies instruction by identifying their prior knowledge and the use of specific strategies. The important principle that should be taken into account when teaching reading strategies is that the teacher must create a learner-centered classroom that will help students to be independent learners.

The second stage is presentation. In this stage, the teacher demonstrates the new learning strategy and explains how and when to use it. Presentation of learning strategies is most effective when it is explicit, that is when strategies taught are given names and the students are told the reasons for using the strategies. Explicit instruction should also include suggestions about the tasks that a strategy help to accomplish and the mental process associated with the use of the strategy. There are several guidelines in conducting the presentation stage to be effective. The first guideline is teacher modeling. Before asking the students to practice the strategy, the teacher should demonstrate how the strategy is used by modeling it on a similar task. The second guideline is naming the strategy. As teacher demonstrate their own thinking processes in the modeling phase, they should name the strategy explicitly. Knowing the strategy names is necessary for the times when students are asked to evaluate their strategy used and to discuss which strategy is appropriate for the task. The third guideline is explaining the importance of the strategy with specific examples. The students need to hear this kind of explanation because they may not realize the value of strategic learning. The next is telling when to use the strategy, by describing the typical situation in which the focus strategy may be helpful. Finally, it is important to ask the students to describe their use of the strategy by giving the students opportunities to share ways in which they have already used the strategy.

The third stage is practice. In this stage the students practice using the strategy with regular class activities of moderate difficulty. There are several important guidelines to be considered in conducting this stage. They are, integrate strategies practice into regular course work, select appropriately challenging tasks, encourage the students to practice the strategies introduced coach students to use strategies when given frequent cues and feedback, encourage the students to use their own strategies and to develop a repertoire of strategies and finally focus on the students learning process, not just products.

The next stage in CALLA instructional framework is evaluation. In this stage, the students self-evaluate their use of their learning strategy and how well the strategy is working for them. Although the focus in the evaluation phase is on the students' self-evaluation, teachers are also engage in evaluation activities. First, the teachers need to evaluate how their students are applying the reading strategies that have been taught so that they can adapt their instruction to the students' need. Second, the teachers need to evaluate their own learning strategies instruction so that the teacher can build on their strength and find ways to improve any area of their instruction that is not meeting their students' need.

The last stage to be taken in CALLA instructional framework is expansion. In this stage, the students extend the usefulness of their learning strategy by applying it to new situation or learning tasks. Expansion is the critical component of effective learning strategies use. This is the ability to transfer the application of strategy from a familiar context to an unfamiliar context. While it is relatively easy to put the students to practice and evaluate a strategy when instructed by the teacher, the problem now is to be able to choose and use appropriate strategy when faced with the new task.

CALLA is the ESL instructional model developed by Chamot and O'Malley and it is based on cognitive theory and designed to develop the academic language skills of limited English proficient students. Although it was initially intended for students with low proficiency in second language setting, aspects of the model can be implemented with students in other setting (Chamot & O' Malley, 1994:191). This framework is described in the figure 2 below.

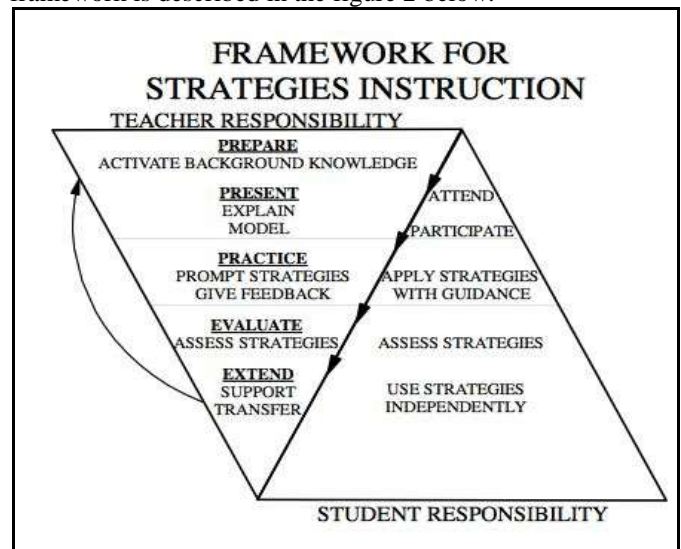


Figure 2. CALLA Cognitive Model of Strategic Instruction

Some elements of CALLA are also found in the classroom procedures of effective instruction in strategic reading described by Richard and Renandya (2002:289). They are, general strategy discussions, teacher modeling, explanation, student reading, analysis of strategies used by teacher or by students when thinking aloud and finally explanation/discussion of individual strategies on a regular basis.

An integrated model of intensive and extensive reading: Future Possibilities

An integrated model of intensive reading and extensive reading is basically an effort to integrate classroom reading instruction with outside of the classroom reading activity. In the classroom, the students are taught to be able to read with different focuses intensively.

Outside of the classroom, the students read extensively, as a means of providing more practice. As for what the writers did, since most of university students are having problems with vocabularies and most of them are not strategic readers yet, they choose reading strategies as the focus in intensive reading activities.

In order to bring all those ideas together in a single teaching of reading, it will be a lot easier to capture all those ideas to be presented in a single model. Thus, it is important that a model for integrating intensive strategic reading instruction with extensive reading is developed. This model will be a representation of the whole ideas related to the teaching of reading skills and strategies. This integrated model is described in the following diagram:

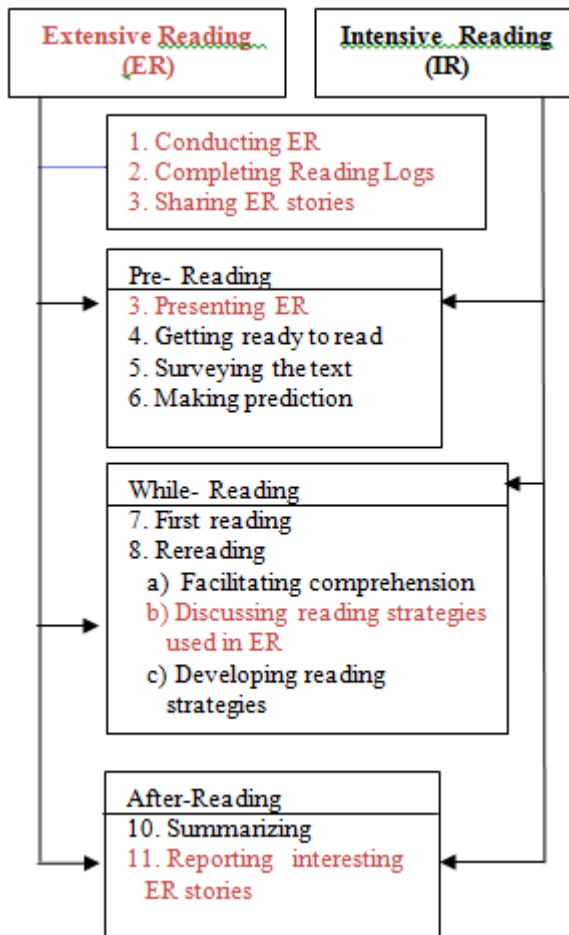


Figure 3. An Integrated Model of Intensive Reading and Extensive Reading.

The model is explained briefly below:

1) Conducting Extensive Reading

The process of teaching Reading by using this model starts with conducting extensive reading activities. At the beginning of the Reading course, teacher instructed to the students that they are expected to read on a daily basis several pages of text independently outside of the class. The students are free to choose text that they like. To help students select the text, the teacher provides them with several sites where they can freely access a wide range of text.

2) Completing Reading Logs

Once the students have finished reading, they are supposed to complete a Reading Log. Reading Log is a report of their reading activities. Reading logs consists of information about the passages that the students to read; the title of the passage, the summary or comment of the text, the number of pages and the reading strategies used.

Information on what reading strategies used is intentionally included in the log since extensive reading also functions to help students practice the reading strategies taught in the classroom.

3) Sharing Extensive Reading stories

Before the Reading class start, the students are expected to share their stories to the other students. This activity is done outside of the classroom and it is intended to make sure that the students understand what they read, to prepare the students for presenting their story to the class, to integrate reading and speaking, as well as to motivate students to share information or knowledge that they get through reading.

4) Presenting Extensive Reading

The previous three activities are conducted by the students outside of the classroom or at home by themselves independently (extensive reading activities). The next activities are going to be done in the classroom in an Intensive Reading. Intensive Reading itself consists of three major steps; pre-reading, while reading and after reading. Extensive reading activities are also available in all three stages of Intensive Reading. Presenting Extensive Reading is part of pre-reading activities in Intensive Reading. Presenting Extensive Reading is an activity where 3 or 4 students were selected randomly to present their reading activities at home for about 5 minutes for each student. This activity is aimed at evaluating the extensive reading activities that the students did. The numbers of the students who present on weekly basis depend on the total number of the students in the class and the total meeting so that eventually all students have already presented their extensive reading at the end of the course. When the student present, they have to tell the summary or their comment on the passage that they read. They are also expected to share reading strategies that they used when reading which will be used later to relate the previous reading strategies that the students learned with the new reading strategies that the students are about to learned.

5) Getting ready to read (Pre-reading)

At least there are three distinct activity types that can be included in this category. The three activities are: Schema activation. At the schema activation point of the pre-reading activities, teachers should ask themselves, what do the students already know about the content, structure and language of this particular text? Schema activation exercises can be simplified for students with lower level of language proficiency, for example, by showing a picture and asking some questions, but they fundamentally accomplish the same purpose that is to help the teacher and students identify and reflect on what is already known about the text. (b) Schema developing activities. It is the activities provided for students to help them develop schemata that doesn't exist or background knowledge that students are lacking of. When students don't have background knowledge, it is important for teacher to provide them. Schema development activities may include background information about; the author; when and where the text was written; cultural and historical information used in the text; technical or specialized information. (c) Establishing the purpose for reading. This activity is especially important to help students to be focused on what to be expected when they read a specific text which are quite long or text that comprises of many difficult words. Telling them the purpose of reading could help students overcome the problems mentioned above. For example when the teacher is using journal in reading class, establishing the purpose of reading , for example to just focus on the finding) in the

beginning of the lesson can help students reduce anxiety of reading a long text.

(6) Surveying the text (Pre-Reading)

Previewing the text prior to reading it thoroughly and carefully is valuable steps for any reader but it will be quite challenging for novice readers. Successful reader employs a variety of previewing strategies. It involves looking over it in a methodical, strategic ways to get the sense of the text's features, including length, section and division, main ideas, thesis, theses, topic sentence, summaries, and any extra textual information that may aid comprehension, such as pictures, graphs, glosses of key or difficult vocabulary. Previewing enables reader to establish their own expectation about what information they will find in the text and the way that information will be organized.

(7) Making prediction and asking questions (Pre-Reading)

One of the most well known techniques to do this activity is SQ3R, which stands for Survey, Question, Read, Recite, and Review. SQ3R process captures the connection between surveying or previewing which are actually passive activities and questioning or predicting which active activities are. At this stage of pre-reading experience, students gathered information from schema development and previewing activities and formulate prediction or question about what they are preparing to read. To the degree that predictions are later confirmed, such activities can build students' confidence both in their own comprehension abilities and in the previewing activities they have been taught. However, when predictions are contradicted or questions proved to be irrelevant, the mismatches teach students careful and critical reading not just quick assumptions or guessing.

(8) First Reading (While- Reading)

First reading is the first activity in the while/during reading stage that belong to intensive reading. During reading activities deals with what students do and should do during reading. During reading has attract a lot of attention from teachers since they have become more aware with the need to assist students with bottom up, text based reading strategies which place a great emphasis on text processing in the during reading and post reading, while top down strategies tend to receive more attention in the pre-reading stage. Secondary and post secondary institution have identified the need of study skills, the intentional development of during reading strategies such as highlighting, annotating, questioning, and reacting. In ESL/EFL instruction, these procedures are often addressed in the context of English for Specific or Academic Purposes. Finally, attention to strategic learning in general and reading strategies in particular among second language professionals has led to/ the identification of strategies commonly utilized by successful readers and the development of materials and techniques for teaching these skills. There are four important activities to operate in this stage of reading. First reading is a quick reading through the entire text to develop a sense of its main points and to confirm initial prediction made earlier in pre-reading. This can be done by assigning timed reading (reading by setting times), reading aloud by teachers or reading aloud in pairs or in groups. Whatever activities is chosen, the first reading can be followed up with main idea questions or asking students to revisit their own predictions.

(9) Re-reading the text (While- Reading)

After pre-reading activities and after quick first reading, students are now ready to read the text intensively through a careful and focused second reading.

At this point, teachers have the responsibilities; to monitor and ensure students comprehension and to teach and practice effective reading strategies. There are two main activities in this stage. It starts with (a) *facilitating comprehension*. During reading stage is where comprehension is most likely to break down, creating frustration and confusion. During reading activities are especially important when the target text is long, the content and language are unfamiliar or the genre is challenging. Several useful strategies can help students at the stage of this process. One strategy is to divide the text into several sections, enabling students to stop at the end of each section to check comprehension and make predictions. In addition to breaking the text into sections, students can be given a set of guiding questions to respond to as they are reading. These questions can be completed in class or at home. This technique is different from a set of post reading comprehension questions as they move through the text, rather than after they have finished reading it. Another excellent comprehension aid is the graphic organizer. A graphic format may help some visual non verbal learners to grasp key ideas and connection that they might miss. For all students, graphic organizer facilitates review processes and provides easy reference to key textual components. Whatever techniques are chosen to facilitate students' comprehension while reading, it is important for teachers to follow up the re-reading phase with in class discussion and review students questions and graphic organizer to check their accuracy. The second activity to be carried out at this stage is (b) *discussing reading strategies used in Extensive Reading*. It is aimed at evaluating the use of reading strategies used in extensive reading as well as a review of the reading strategy previously taught and as a mean of relating the old reading strategy learned with the new reading strategy that the students are about to learned.

The last activity in this stage is (c) developing effective reading strategies. The most important benefit of intensive reading lesson is strategies instruction which may include any or all of the following procedures: (1) Preparation. The first step is preparation. In this step, students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies. The important principle that should be taken into account when teaching reading strategies is that the teacher must create a learner-centered classroom that will help students to be independent learners.(2) The second stage is presentation. In this stage, the teachers demonstrate the new learning strategy and explains how and when to use it. Presentation of learning strategies is most effective when it is explicit, that is when strategies taught are given names and the students are told the reasons for using the strategies. Explicit instruction should also include suggestions about the tasks that a strategy help to accomplish and the mental process associated with the use of the strategy. There are several guidelines in conducting the presentation stage to be effective. The first guideline is teacher modeling. Before asking the students to practice the strategy, the teacher should demonstrate how the strategy is used by modeling it on a similar task. The second guideline is naming the strategy. As teacher demonstrates their own thinking processes in the modeling phase, they should name the strategy explicitly. Knowing the strategy names is necessary for the times when students are asked to evaluate their strategy used and to discuss which strategy is appropriate for the task. The third guideline in this stage is explaining the importance of the strategy with specific examples.

The students need to hear this kind of explanation because they may not realize the value of strategic learning. The next guideline is telling when to use the strategy, by describing the typical situation in which the focus strategy may be helpful. And finally, it is important to ask the students to describe their use of the strategy by giving the students an opportunity to share ways in which they have already used the strategy. (3) The third stage is practice. In this stage the students practice using the strategy with regular class activities of moderate difficulty. There are several important guidelines to be considered in conducting this stage. They are: integrate strategies practice into regular course work, select appropriately challenging tasks, encourage the students to practice the strategies introduced coach students to use the strategies when given frequent cues and feedback, encourage the students to use their own strategies and to develop a repertoire of strategies and finally focus on the students learning process, not just products.

(10) Summarizing (After –Reading)

Summarizing belongs to the after-reading stage of intensive reading. After Reading stage is the stage where the students have read the text for several times, have comprehended its essential content and have spend time considering the text's language and structure. The final stage of intensive reading, after reading is to help students evaluate and extend what they have learned about the text and the reading process. The nature and the extent of post reading may vary depending on the type of course and its goals. One way to do it is by summarizing. Prior of asking students to do summarizing, it is possible for the teacher to check students' comprehension of the main ideas and detail information by asking questions. Summarizing is both reading and writing skill. Effective summarizing requires an understanding of the key ideas in the text and an ability to distinguish among main points and supporting details. For writing, summarizing requires the writer to express the main points of a text she has read in her own words. Summaries may be as short as one sentence or longer depending on the purpose of writing summary. An extension of summarizing activities is to have students compare summaries in pairs or small groups and decide which summary is the most effective and present it to the class

(11) Reporting interesting Extensive Reading stories (After-Reading)

At this stage students are asked to report interesting stories their friend's extensive reading activity to the class. Students should not be given specific time to share their story to friends in the class since sharing what story they did for extensive reading was done before the class start. In the class they are only given a few minutes to report to the class about interesting stories of their friend's extensive reading activity.

Discussion

Cahyono and Widiati (2006: 47) in their review of the EFL reading practice in Indonesia concluded that reading instruction has been mainly focused on intensive reading that is close and careful reading, tends to be concentrated, less relaxed and often dedicated to the achievement of study goal, conducted in the classroom, uses a relatively short text accompanied by task and it is conducted with the help and/or intervention of a teacher. This kind of reading practice will be unable to promote learner's language development, Harmer (2001:204). Powell (2005:31) explained that there are advantages of intensive reading, however, as it revolves around the detailed, methodical study of short, difficult

passages, systematically analyzing grammar and vocabulary, it formed the habit of word by word decoding, so that students often have difficulty reading in any other way. Focuses on intensive reading has evolved. The classic procedures used grammar translation approach to make sure that students comprehend the text. Comprehension, language features and vocabularies are used as the focus. Later, Nation (2009:27) stated that if intensive reading is to be done well there are several other focus that can be explored to improve the quality of an intensive reading, other focuses like cohesion, information structure, genre features and reading strategies are established. One focus of intensive reading that is reading strategy is expected to be able to help students to know what to do when they encounter problems in reading as well as to help students' develop their reading ability. Thus, teaching reading strategy in an intensive reading can somehow improves the quality of traditional intensive reading.

There are also several studies which have encouraged to integrate intensive reading with several different focuses and extensive reading. Loucky (2005: 1041) combine beneficial strategies from both intensive and extensive reading for more effective and enjoyable language learning. Loucky (2004: 104) investigated that both intensive reading and extensive reading have their advantages to offer at different stages of reading instruction. This study focused on maximizing comprehension and vocabulary learning strategies and component of the two approaches for the teaching of reading in a second language setting. In the intensive reading the researcher was incorporating various cooperative and communicative learning strategies and activities to make learning more balanced and effective with the focus of comprehension and developing students' vocabulary. The extensive program was initially done in school by using sustained silent reading but the aims were to practice them out of the class.

Carrell and Carson (1997:47) in their study argued the need for both intensive and extensive reading in the EAP setting reading curriculum, and further argued that a principled curricular approach to combining both is through Task-based Language Teaching (TBLT). Given the need for academic preparation programs that focus on college and university requirement so that students are taught literacy skills which are transferable to the academic context, they argued that both intensive and extensive reading is necessary to prepare students for the tasks and text they encounter in college.

Hamra and Satyana (2012: 1) attempted to design a model of teaching reading for University students by using team-based learning concept that involves an instructional design with three teaching stages; reading outside, small group discussion and class discussion, the model of teaching is called MTR (Model of teaching Reading for EFL university students. MTR considers the required reading materials prepared by the lecturers, self selected materials based on students' interests, team-based learning and the evaluation to see reading achievement at the end of the lesson. The selected reading materials as the weekly reading task for the students are expected to increase reading participation of the students.

This study however integrates intensive reading with extensive reading by providing extensive reading activities as a means of practicing or using the reading strategies that were taught in the intensive reading. In order to be able to use the reading strategies independently, the students have the responsibilities to use the reading strategies as often as possible when they read on their own.

When teachers only tell the students to read on their own without actually monitoring them, it won't be effective. There will be only small amount of students who actually read on their own with all the limitations and problems that they have with reading. Therefore, it is advisable for teacher to provide extensive reading for students. When students are involved in extensive reading, they are reading on their own, they can choose reading materials that are at their proficiency levels and they can choose texts that are interesting for them. When library does not provide enough reading recourses, there are several website that offer a wide range of extensive reading materials (Melani, 2015:87).

The amount of reading that the students should do depends on their level. Beginners should only be given a few paragraphs of extensive reading while advanced students can read several pages or even books. Students can be asked to read on daily or weekly basis. As for the follow up activity or as part of the evaluation, students can be asked to create reading logs which mainly consist of the title of the passage, their comment and the number of paragraph that they read. This reading log will be collected at the end of the semester. During the class, it is also possible to randomly choose a student to have a short presentation of around 5 up to 10 minutes about their reading activity at home. Those two activities are some activities that can be used in an extensive reading. It might also be possible to ask the students to describe what reading strategies that they use when reading on their own.

When intensive reading is integrated with extensive reading, it is expected that students will have better reading comprehension ability since they are not only taught how to read in intensive reading activities, they are also given the the opportunity to actually read as much as possible in an extensive reading. Most teachers see intensive and extensive reading as two different things with their own advantages to offer to the students. Now it is time to integrate them in reading class and hopefully students will get more benefit from it. It is also possible to use different focus of intensive reading and integrate it with extensive reading.

Conclusion

It is now the time for teachers not to be confused or to argue whether to use intensive or extensive reading in their reading class. It is now possible to use the two of them in reading class as alternatives to help students to read with better comprehension. There are several focuses to be used in an intensive reading while extensive reading provides an opportunity for students to read. It is important for teacher to understand the nature and the important guideline when using intensive and extensive reading in the reading class for better result. Hopefully, when the two reading are used in Reading class, students will have better reading comprehension.

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