

SERIES OF NUSANTARA FOLKLORE STORYBOOKS AS THE MEDIA FOR EXTENSIVE READING FOR INDONESIA ELEMENTARY STUDENTS

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Abstract

Reading the series of storybooks for Young Learners (YLS) promotes the vocabulary development. Incidental learning and direct teaching the words can develop them. Therefore, the reading materials become essential to be provided. As the English becomes extracurricular at elementary schools in Indonesia, the opportunity to use the English language by activating all four skills is necessary. Descriptive qualitative is applied in this research to analyze the correlation between ER, narrow reading, and a series book theory that can possible to be a method for teaching EYL. This method is used to acquire some additional information about the current reading activity in elementary school in Indonesia. To obtain the data research conduct the library research by collecting several journals related to topics. The results indicated that the YLS can get the experience by reading different reading texts ranging from simple signage to long stories. In addition, the Series of Nusantara Folklore storybooks is recommended to choose by teachers because it assists YLS learning principles that are interesting and authentic. In a nutshell, the series of storybook is a special package of narrow reading to support the extensive reading in English for Young Learners (EYL).

Keywords: *Nusantara Folklore, Extensive Reading, and English for Young Learners.*

INTRODUCTION

In recent decade, literacy is being famous issue on education field. Literacy means someone ability to read and write. In Indonesia, National Literacy Movement (GLN) is being the role model to activate reading habit in school. Reading is divided into two types those are intensive and extensive reading (Ghanbari & Marzban, 2013). Intensive reading (IR) refers to the practice of particular reading skill to know the linguistic study in a certain text. Moreover, the aim of the IR is helping a student to obtain the detail meaning from the text (Renandya, 2009). Having different perspective, the extensive reading (ER) is

the more joyful activity in reading. The students are allowed to determine kinds of reading sources. In line with this, ER has approach to teach and learn of reading in large quantities of materials. It can expose amount of meaningful input.

In the same line, Chang and Renandya (2017) reported that 68.9% students improved in reading skill and 82.4% increased in overall English language proficiency since they do ER in the school activity. Since ER permits students to choose any books to read, Renandya, Krashen, and Jacobs (2018) come with the potential of narrow reading in the ER to lead students enhancing

learner's general language competence. The narrow reading is possible using a Krashen (2004) as the several books which written by one author or about a single topic. Moreover, narrow reading facilitates the exposure amount of vocabulary that is used in certain topics (Krashen, 2004).

McGill-Frazen and Ward (2015) add the series reading book is very popular because these books contain highly familiar language, easy to follow, and relatable characters. Many people include the Young Learners (YLS) interested in reading a series book (Renandya, Krashen, & Jacobs, 2018). After doing ER the series book gradually, the readers are possible to expand their reading topics. Based on the background, the narrow reading in a series of nusantara folklore is possible improving the literacy skill of YLS in Indonesia. As it is known, *Kurikulum 2013* requires teacher to put character-building materials into the lesson plan. However, in terms of English subject that does not involve in compulsory subject, the Series of Nusantara Folklore Storybooks can be the alternative materials for teacher to teach reading in English activity.

Extensive Reading

Most of the teachers believe that self-selected reading materials influences to the students language development. Renandya, Krashen, & Jacob (2018) support this belief by mentioning that reading is an excellent way of developing students' literacy and language skills have proved in many studies. One of the studies from Krashen (2004) shows that regularly read books or any sources based on the self-selected also can acquire language proficiency. Self-selected readings materials include into the concepts of ER that are readers are permitted to read variety of material.

Grabe and Stoller (in Kiyomi, Atsuko & Kyoko, 2018) define ER as the

teaching and learning approach that make the students read large quantities of materials. ER takes a role as the prominent method that provides students with English input in various contexts. ER also assigns students to repeat linguistics form, such as vocabulary or structure sentence. Since ER gives opportunity to the students read many materials, Krashen (2004) comes up with the idea of narrow reading. As the part of ER, narrow reading is possible to control the number of linguistics input to the students. Moreover, it may be that narrow reading is more efficient for second language learners.

As mentioned in the previous, narrow reading give the scope for students choose the reading materials. The aim to scope the reading materials is to lead students to focus on one author or in a certain interest topic. In accordance with idea, narrow reading can help students to comprehend context in a certain book because students can learn distinctive expression or style each author. Narrow reading also assists students deeply conquer certain topic in self-selected materials for reading. In addition, Krashen (2004) mentions that narrow reading have potential to be a motivation of students to read.

In compliance with the theory of narrow reading, a series books comes as the one type of recommendation book for the students. Renandya, Krashen, & Jacob (2018) declare that reading a series book become interesting activity. Students who read a series of book reported that they have habit to read gradually. Characters in a series book are possible to be a distinctive point that cannot be provided in others books. Renandya, Krashen, & Jacob (2018) add that a series book highly motivates students to reach the language exciting and rewarding to themselves. A series book as the great source of narrow reading facilitates language development. Familiarity with the language and writing

style of certain author makes the reading is enjoyable.

Young Learners

Teachers have to recognise the different between teaching Young Learners (YLS) and adults or adolescents. Moreover, YLS is divided into three stages, they are pre-school or early school years, early primary school years, and late primary school years (Global English, 2018). Students have different characteristics based on their level. In the terms on this research, elementary school students involve in early and late primary school years. Mentioning about the characteristics of YLS, Cameron (2003) explains that teaching YLS is often challenging because they are possible have the inability to understand abstract or short attention concept. Nevertheless, Cameron (2005) mentions that YLS can create their own learning style to get materials by exploring surround them. Piaget (in Uysal & Yavuz, 2015) explains that YLS learn something by imitating. Uysal & Yavuz (2015) also describe that YLS do not have clear goals in learning a language.

Practicing in teaching YLS, teachers have to consider the principles of acquiring language by the YLS (Brown, 2004). First principle is *meaningful learning*; it means teacher need to set the material that can intend into long-term retention in learning process. Second is *intrinsic motivation*, teachers need to set materials that lead students to get much chance in self-rewarding namely. Third is *self-confidence*, teachers have to make sure that students at ease can do all set materials. It relies on the belief of YLS to finish all materials from their teacher.

METHOD

Descriptive qualitative is applied in this research to analyze the correlation between ER, narrow reading, and a series book theory that can possible to be a

method for teaching EYL. This method is used to acquire some additional information about the current reading activity in elementary school in Indonesia. To obtain the data research conduct the library research by collecting several journals related to topics.

FINDINGS AND DISCUSSION

Accordance with characters and principles teaching YLS, extensive reading a series of storybooks supports the narrow reading for children improving their reading skill. Additionally, narrow reading also emphasizes the number of vocabulary authorization to YLS. Narrow reading and series storybooks have close correlation. The narrow reading is possible to practice by using series storybooks to restrict the scope of reading for YLS. Since series of storybooks are highly motivating, the authors for storybooks need to consider the content of storybook especially for YLS.

According to the Cunningsworth's theory (1998) about developing material in course book, course book needs to provide integrated package of materials consists of themes, topic, communicative, cultural issues, and the actual items of language such as vocabulary, grammar, and phonology. In accord with the theory, this research adopted those aspects to develop the series of Nusantara folklore storybook. Since students cannot handle those language aspects in the beginning to learn foreign language, evaluating content in series of Nusantara folklore storybook is recommended to help teachers give variety in English class.

The Language Content

Language content is formed based on the students' need in learning English (Cunningsworth, 1998). In this term, YLS learn English for recreational activity; hence, the materials need to be considered joyful materials. Moreover, language

content also can be the possible tools to evaluate the suitability of the materials (Cunningsworth, 1998). This research only adopted three of seven aspects from Cunningsworth's theory (1998); they are grammar content, vocabulary, and discourse.

In writing the series of Nusantara folklore storybook, grammar content is the crucial thing because it is the major component in any general English. As mentioned by Renandya & Jacob (2016) ER grades reading level, it means the reading passage that consists of grammar content that adapt to the readers' level. In addition, not only grammar content but the level of vocabulary also adjusts to the readers' level in order increase the comprehension of readers. Selecting vocabulary is not a simple thing. In writing the series of Nusantara folklore storybook have to provide as much as vocabulary that might be taken from the outside of the classroom. Since English vocabulary is so large, putting the authentic vocabulary from daily activities of YLs can expect the improvement in reading skill. Refer to the use of authentic vocabulary that needs to be considered, writing the series of Nusantara folklore storybook also need to focus on general way in language features, include sentence, cohesion, paragraph, and structure text. Cunningsworth (1998) explains that range word and general language features in a reading text particularly at elementary and low-intermediated level have to limited.

In accordance to the discussion about the language content and language feature, this research proposes writing the series of Nusantara folklore storybook is done by teachers. The teachers are possible to involve the students to determine kinds of Nusantara folklore that will be developed. The teachers may ask the students to bring any kinds of storybook that they have at home or the teachers invite students to go to library and ask students

choose one or two book to read. The result of the reading is possible to write in a paper, teachers can learn from that writing product to know students' level of language content and language features.

CONCLUSION

Since the Curriculum 2013 (K13) is applied in Indonesia, English is not the compulsory subject in elementary level. Teachers have to prepare other strategies to teach English to their students. English is recommended to be part of extracurricular in the school or possible to be the local content subject. Reading is possible skill that can help students to develop their language competence in other skills. Krashen (2018) posits narrow reading as the path for teachers to develop students' competence in academic language. Moreover, the idea for creating the series of Nusantara folklore storybook is in line with the Brown's theory (2014) about the meaningful learning activity. Students can involve the producing process of their reading materials. Series book have been existed for a long time, these books also popular to improve the literacy skill. It is the time for teachers especially in elementary schools in Indonesia combine the Nusantara folklore as the culture of Indonesia to the materials in English subject.

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