5-25-2020

Implementing a Literary Text Extensive Reading Program through Learning Logs

Elih Sutisna Yanto
Universitas Singaperbangsa Karawang, elihsutisnayanto@gmail.com

Hilmansyah Saefullah
Universitas Singaperbangsa Karawang, hilmansyah.saefullah@gmail.com

Deny Arnos Kwary
Airlangga University, kwary@yahoo.com

Follow this and additional works at: https://nsuworks.nova.edu/tqr

Part of the Applied Linguistics Commons, and the Higher Education Commons

Implementing a Literary Text Extensive Reading Program through Learning Logs

Abstract

This article reports the findings of action research on the implementation of extensive reading to literary text (henceforth ER) with learning logs (henceforth LL). The research question was: In what ways do the students engage in comprehending literary texts through ER with learning logs? And what are students' reactions to these activities? The research was conducted in the English Language Education Study Program English Education Department of a state university in Indonesia in which twenty six students voluntarily participated in this study. The data of the research were collected from students' reflective journals and semi-structured interviews. The empirical findings show that the students engaged actively and autonomously in the literary text identifying, word defining, class presentation, vocabulary enforcement and reflection through literary text extensive reading (ER) program with learning logs (LL). The findings also reveal that through the use of scaffolding by teachers and peer support, the students were engaged in the discovery of English literature vocabulary by documenting unfamiliar or interesting words from their English literature reading texts. The students also enjoyed exploring the different meanings of vocabulary using electronic dictionaries and corpus software. Furthermore, the findings show that they had enhanced awareness of word classes, word orders, and word meanings. The research suggests that the use of learning logs has managed to engage the students in reading literary texts as meaning making and learning autonomy that expand their reading ability and lexico-grammatical repertoires.

Keywords

English Language, Extensive Reading, Learning Logs, Literary Text

Creative Commons License

Implementing a Literary Text Extensive Reading Program through Learning Logs

Elih Sutisna Yanto and Hilmansyah Saefullah
Universitas Singaperbangsa Karawang (UNSIKA), Indonesia

Deny A. Kwary
Airlangga University, Surabaya, Indonesia

This article reports the findings of action research on the implementation of extensive reading to literary text (henceforth ER) with learning logs (henceforth LL). The research question was: In what ways do the students engage in comprehending literary texts through ER with learning logs? And what are students' reactions to these activities? The research was conducted in the English Language Education Study Program English Education Department of a state university in Indonesia in which twenty six students voluntarily participated in this study. The data of the research were collected from students' reflective journals and semi-structured interviews. The empirical findings show that the students engaged actively and autonomously in the literary text identifying, word defining, class presentation, vocabulary enforcement and reflection through literary text extensive reading (ER) program with learning logs (LL). The findings also reveal that through the use of scaffolding by teachers and peer support, the students were engaged in the discovery of English literature vocabulary by documenting unfamiliar or interesting words from their English literature reading texts. The students also enjoyed exploring the different meanings of vocabulary using electronic dictionaries and corpus software. Furthermore, the findings show that they had enhanced awareness of word classes, word orders, and word meanings. The research suggests that the use of learning logs has managed to engage the students in reading literary texts as meaning making and learning autonomy that expand their reading ability and lexico-grammatical repertoires. Keywords: English Language, Extensive Reading, Learning Logs, Literary Text

Introduction

Literature is an important component of English language programs at different levels and in different contexts because of the benefits it offers. Many researchers (Carter & Long, 1996; Collie & Slatter, 1994; Lazar, 1993; Maley, 2001; Pison, 2000) have analysed the various advantages of using literary text as a language teaching resource. In Indonesia, however, there is still a lack of studies focusing on the use of literature for English language teaching, particularly in the use of literary text in an extensive reading program.

In the Indonesian context, where few learners have enough exposure to English in EFL (English as a Foreign Language) environments, learners' enthusiasm for reading in English often diminishes over time. For this reason, students or pre-service teachers should be exposed to or taught literature in English language classrooms. However, literature was considered to be too far from the language of daily communication to be needed and embodied in EFL programs. **"The awkward fact that many learners want and love literary texts"** was probably

the first driving force that brought literary texts back in the language classrooms (Collie & Slater, 1994, p. 2).

Teachers often consider literature unsuitable for language classrooms. This view reflects the historic separation between the study of language and the study of literature, which Short (1996, p. 7) refers to as a "border dispute over territory" between linguists and literary critics. This divergence has resulted in the teaching of the two subjects as "disconnected pedagogic practices" (Carter & McRae, 1996, p. xxiv). Consequently, it has led to the limited role of literature in the second language classroom or English as an additional language classroom. In addition, Fukaya (2015) maintains that language teachers both inside and outside Japan who believe in the pedagogical effectiveness of reading literature share a serious problem: fewer and fewer young people read books, especially literature. Bruns (2011, p. 2) offers an example of a college student who called literature "crap" and "contended that all the literature he'd read in school was just a waste of time."

Traditionally, the teaching of literature has been a teacher-dominated process, providing limited opportunities for students to express their own ideas creatively. This conventional literary text reading comprehension teaching activity does not afford students the opportunity to share what they have read and what language resources they have learned from literary reading texts. In short, such literary text reading activities do not create a supportive environment where students engage in interactive reading tasks and collaborative learning community of reading as a social practice (Widodo, 2014). In contrast, a student-centred approach encourages learners to develop their own opinions, feelings, and responses to a literary text. It is then predicted that learners will be able to apply these proficiencies to further reading of texts for their own benefit.

Real (2003) highlights the complexities of dealing with literary texts (i.e., novels) in the ESL (English as a Second Language) classroom. He adds that when reading novels, it must be assumed that students have certain knowledge of basic grammatical structures and vocabulary, and that they also have experience in extensive reading and guessing meanings from contexts. Furthermore, he mentions that students should understand that literary texts are to be read on different levels; the literal level and the metaphorical/symbolical/ironic or satirical levels and that constant referral to a dictionary would undermine the reading experience. With this in mind, students will face language difficulties as this may restrict access if students cannot gain a basic level of comprehension. Another consideration is access at an experiential level, whereby students identify the feelings, thoughts, and ideas of the author. This self-discovery, in turn, leads learners to appreciate and enjoy the text. Carter and Long (1996) add that it is difficult to separate literary and language competence, and that they will always be dependent on one another.

The enjoyment of literary text, however, does not always need to be inhibited by language difficulties as a text that is both motivating and exciting may help learners overcome these barriers. For this reason, Extensive Reading (here after, ER) with learning logs through role scaffolding by teachers and peer support is suggested in engaging literary texts through the discovery of English literature meaning by documenting unfamiliar or interesting words from students English literature readings and by exploring different meanings of vocabulary using electronic dictionaries, corpus soft wares.

This present study is inspired by Widodo (2015) showing that ER with learning logs provides students with a dialogic interaction not merely for understanding texts, but also for making sense or meaning of the texts dialogically. In addition, students engaged actively in text identifying, word defining, class presentation, vocabulary enforcement, and reflection. Extensive Reading of literary texts with learning logs in the English as a Foreign Language (EFL) or English as an Additional Language (here after, EAL) context remains under-researched. To fill this gap, this article reports the findings of a classroom action research on

the adoption of learning logss (LL) in a literary extensive reading program in the English Language Education Study Program class in Indonesia. By experiencing these activities, the student teachers were supposed to gain informed beliefs about the use of ER with learning logs in the prescribed language curriculum. Equally important, the participants were expected to experience ER with learning logs as a pedagogical innovation that they have never experienced before. Two research questions guide this study:

1. In what ways do the students engage in comprehending literary texts through ER with learning logs?
2. What are the students' reactions to these activities?

Literature Review

Defining and Conceptualizing Extensive Reading

A survey of the literature (Carrell & Carson, 1997; Day & Bamford, 1998; Grabe & Stoller, 2011) as cited by Renandya and Jacobs (2016, p. 98) demonstrates that most ER definitions include at least three elements, that is, amount of reading, focus on meaning and general understanding, and faster reading rate. Bamford and Day (2004, p. 1) define ER as "an approach to language teaching in which learners read a lot of easy materials in the new language." Acknowledging that learners need to process very large amounts of vocabulary in the target language, extensive reading uses reading materials that learners can understand independently and read at their own pace. To read fluently and smoothly with high levels of comprehension, Waring (2006) suggests that learners should READ. The acronym means **R**ead quickly and **E**njoyably with **A**dequate comprehension so that they **D**o not need a dictionary.

ER is an approach to language education that has shown great promise for foreign language learners to acquire language (Day & Bamford, 1998; Elley & Mangubhai, 1983; Krashen, 2011). ER uses reading materials that learners can understand independently and read at their own pace. In other words, in ER, learners read large quantities of books and other materials in an environment that nurtures a lifelong reading habit (Renandya, 2007). In addition, this reading activity also shares a common belief, that is, the ability to read fluently is best achieved through reading extensively in the language. Reading large amounts of texts has been shown to improve general reading ability and reading speed and reinforce the understanding of vocabulary and grammar by exposing learners to new vocabulary and usage (Tanaka & Stapleton, 2007; Waring, 2006; Yamashita, 2008). Other advantages of extensive reading portrayed by many research reports include improving nearly all aspects of language competence, arising learners' attitudes toward the target language, increasing confidence and motivation in using the target language, and reducing fear of reading text (Chang & Renandya, 2017; Grabe, 2009; Karlin & Romanko, 2010; Yamashita, 2013).

Literature Oriented Extensive Reading with Learning Logs (here after, LL)

Reading literary works can be a beneficial activity in the ER program since literary works are categorized as authentic reading materials with abundant vocabularies, language features, and original expressions (Lazar, 1993, p. 15). The special language style equipped with language devices is inherent in a literary work, which is a fundamental factor distinguishing from other discourses. Supplying students with learning logs in the ER program may help the students gain benefits from literary works in English learning. Applying the learning logs may naturally lead the students to explore language aspects in detail from a literary work, and as a consequence, learning language may actively involve students.

The short story was chosen as the reading material for the study because it provides encouragement to students for in-depth analysis of language features, such as vocabulary and grammar (Kembo, 2016). The limited length of a short story can be less demanding, less complicated for EFL students to work with on their own and focus on the content (Tevdovska, 2016). Particular language features repeatedly appearing in a short story allow students to be exposed to the language in familiar contexts (Inal & Cakir, 2014). Therefore, contextual language learning may automatically be achieved in the literary text extensive reading program with learning logs. Reading a short story could also lead the students to better procedures of processing information generally (Djikic, Oatley, & Moldoveanu, 2013). An experimental study of extensive reading with short stories in Iran (Davoudi, Zolfagharkhani, & Razei, 2016) revealed that extensive reading of short stories has expanded the students' view, developed their literacy skills, improved their comprehension on English literature, and improved their language proficiency. Therefore, ER of short stories with learning logs in this study may generate results similar to previous studies.

Park (2015) contends that in order to motivate engagement with the literary texts, English teachers may include varied writing opportunities, as shown in Table 1, in the ER program.

Table 1. Various writing activities in the extensive reading class

Activity	Explanation
Summarizing	Student teachers summarize the theme of the story along with the main events and characters. Then, the student teachers write five sentences they enjoy reading from the literary texts.
Describing	Student teachers briefly describe characters they either like or dislike.
Analysing the new vocabulary	Student teachers write word class, word context, word meaning, synonym from the literary text they have read.
Identifying appropriate grammatical features inherent in the identified sentences	Student teachers identify the grammatical features that they found: (1) tense; (2) mood: declarative, interrogative, or imperative; (3) polarity—positive or negative; (4) active-passive construction; (5) connectors; and (6) types of sentences: simple sentence, complex sentence, or compound-complex sentence.

The ER activities presented in Table 1 can be carried out with learning logs. In this research, learning logs or reading response logs are a record-keeping tool for students to monitor and reflect on their own literary learning. Typically, students keep these logs in the vocabulary, reading and grammar logs. These teach student teachers how to organize ideas as they record entries into their learning logs inside or outside the classroom. The logs give critical opportunities for both learning and reflection to student teachers. The detail description comes as follows: learning logs consist of a new vocabulary log, a reading log, and a grammar log. In the new vocabulary log section, the students were instructed to pick up unfamiliar vocabularies from the texts they read, to identify their word class, to put sentences containing the vocabularies in the log, and to discover their meanings and synonyms. In the reading log section, the students were instructed to summarize their reading and put five favourite sentences they discovered in the texts. In the grammar log section, the students were instructed to put those five favourite sentences to identify their grammatical forms: subject, finite, predictor, complement, adjunct, and grammatical features.

Action learning as an approach to ER Instruction

The notion of action learning (here after, AL) deals with a continuous process of learning and reflection that happens with the support of a group or set of colleagues, working on real issues, with the intention of getting things done (Brockbank 2007). In the present study, AL is adopted as an instructional approach (for more detailed and practical descriptions, see section "instructional procedures") comprising its goals, participants' need, and resources availability before student teachers engage in the use of learning logs as part of their learning journey (see Widodo & Rozak, 2016). This AL design emphasizes a learning process in order to capture how student teachers obtain different experiences in learning literary texts. The present study, informed by AL, admits action as the foundation of learning, contextualized and experiential learning, goal-directed and reflective thinking as a vehicle for learning, a shared or joint enterprise, and self-learning development (see Rand, 2013). With this in mind, Widodo and Rozak (2016) contend that contextualized and experiential learning allows students to learn literary texts through LL, which relate to their learning vocabulary needs, reading needs, and reading resources available. In addition, goal-oriented and reflective thinking facilitate student teachers in recognizing that ER is a personal goal-oriented activity. They maintain that through peer and teacher discussion platforms, the shared enterprise in ER with other peers enables student teachers to experience collaborative learning. By learning from each other, they can gain different perspectives. Widodo and Rozak (2016) explain that "a teacher educator plays a role as a co-partner. Self-learning development accentuates how ER builds learning autonomy. This learning autonomy enables student teachers to personalize their learning and goals" (p. 233).

Methods

Research design

Two research questions guide this study: (1) In what ways do the students engage in comprehending literary texts through ER with learning logs? and (2) What are the students' reactions to these activities? To address these questions, action research design is employed in this study. Action research focuses on "changing people's practices, their understandings of their practices, and the conditions under which their practices are carried out" (Kemmis, McTaggart, & Nixon, 2014, p. 51). Informed by this reason, the action research procedures used in this study were, scaffolding, building and developing literary text knowledge, continuous extensive reading, and class presentation. They were transformational action aimed at changing the way the student teachers understood English short story. Following these arguments, the learning logs (LL) used in this study is a way to change and improve the student teachers' English literature learning. ER with learning log also aimed to impact how student teachers used and experienced literary texts as part of their learning journey.

In this study, the second author taught English literature course in the classroom. The course contains three general themes to learn: the history of English literature, the intrinsic elements of literary genres, and English literary works. The students participated in the ER program with LL activities as weekly assignments in which the English literary work, a short story entitled Teenage Wasteland by Anne Tyler. was the main resource for their ER program with LL activities. During conducting literature teaching, the second author collected the data from the participants. The instruments used for collecting the data, learning logs and interview questions, were designed by the first author. All of the authors collaboratively analysed the data and wrote the research report.

Participants

The present study was conducted in a department of English education of a state university located in West Java, Indonesia because of two considerations: (1) the authors obtained entry access to this site because the authors are the faculty members of this department of English education and (2) the participants was positive about this study. This study was conducted for two months from August until September 2017. Twenty-six student teachers as participants voluntarily participated in this study. The participants' age ranged from 19 to 21 years old, and their English language level was intermediate. For ethical purpose, pseudonyms are used in this article. Before the study commenced, the authors convened a meeting with the twenty-six student teachers as participants detailing an informed consent form, and distributed informed consent form sheets. We asked them to read through and sign off the form to ensure that all of the data would be kept confidential and be used for publication purposes. They agreed to sign the consent form as a legal document of their participation in the study. They also deserved the right to withdraw from the study.

Data Collection

For collecting data, twenty-six student teachers agreed to write reflective journals about their experiences in literary extensive reading with learning logs. Thirteen out twenty-six participants voluntarily agreed to attend one-to-one interview. The interview questions were drawn from the extensive reading program with learning logs: reading log, grammar log, and vocabulary log (see Table 2, Table 3, and Table 4).

Instructional Procedures/Interventions

In this study, the participants read a selected short story accompanied by LL for them to fill in during their reading activity. Reading short stories, a work of short, narrative prose, was part of the introduction to literature course in that it provides schemes for living, self-discovery, and recreation. This activity is obligatory for the students after they learn the topic about literary fiction and its intrinsic elements in this course. In this activity, the students were given the opportunity to read literary fiction as homework activity for pleasure reading. During their reading activity, the participants were encouraged to do some activities based on the learning logs. Learning logs was deployed as instructional mediation for the student teachers to do engaging ER tasks. The classes met once a week and ran for 2 hours respectively. Before the students embarked upon doing literary text extensive reading with learning logs activities, they were scaffolded to perform such tasks in the first three class periods. For this reason, the participating English teachers and the application of literary text extensive reading with learning logs in order to develop their vocabulary acquisition and lexical knowledge, reading fluency, reading proficiency and language proficiency, sustained motivation for independent reading, behaviours of speed reading and repeated reading, autonomous learning, and enjoyment of reading (see Widodo, 2016). These classes were carried out in regular class periods inasmuch as the adoption of LL was one of the instructional innovations aiming to help students become competent and engaged EAL literary readers. As a whole, the adoption of learning logs aimed to explore different literary texts, familiarize the students with elements of fiction, various literary genres and their cultural and historical contexts particularly they engaged in short stories elements: setting, characterization, plot and structure, narration and point of view, conflict, climax, theme and style through reading written texts, and raise their awareness of how English operates within such texts. Overall, the students engaged in the following instructional activities.

The goals of using ER with LL were to help student teachers raise their awareness in improving student teachers' reading comprehension and to engage them in collaborative autonomous and reflective reading. Throughout the project of ER with LL, the participants were engaged in the following tasks:

1. **Scaffolding:** Before the student teachers started reading the chosen textbook outside class time, the teacher explained the learning records (logs): reading log, grammar log and vocabulary log (see Table 2, Table 3 and Table 4). The grammar log was used to record grammatical resources the student teachers learned. The vocabulary log was employed to record all the lexical items the student teachers learned or found useful. The teacher demonstrated how to complete all these logs along with how to read a textbook. Due to limited in-class time, the student teachers were randomly asked to report on their learning logs in each of the class period (see Widodo, 2015, 166-167).

2. **Building and developing literary text knowledge mediated by language as a semiotic tool:** The student teachers were assigned to read a short story that the teacher chose. This activity gave the student teachers more opportunities to build and develop literary knowledge and, at the same time, develop language ability. English medium textbooks chosen were relevant to the student teachers' course: Introduction to Literature. The student teachers had access to the short story. Each of the individual student teachers had a copy of the chosen book or an electronic version of the short story so that they had out-of-class extensive reading experience "to maximize reading time and build a habit of reading to learn and reading to mean" (see Widodo, 2015, p. 166).

3. **Continuous Extensive Reading**: the student teachers were engaged in the act of reading as a meaning-making (ideational meaning, interpersonal meaning, and textual meaning). The reading processes include repeated reading (RR), speed reading (SR), and reading for meta-language analysis. In the first 2 months, the student teachers encountered many unfamiliar words. To solve the difficulty to read longer literary English texts on a day-to-day basis, student teachers - re-read the texts to understand the gist of the texts. Student teachers did repeat reading in order to complete components of the reading logs, such as "a summary of your reading" and "best quotes" that they did enjoy reading (see table 2. reading log).

4. **Class presentation:** Student teachers were randomly asked to share the learning logs (reading log, grammar log and vocabulary log) they made during each class period.

Table 2. Reading log

ID Number   : 1510631060025
Semester/Class   : 4/4F
Source of Text: :Teenage Wasteland by Anne Tyler

Week/ Date	Minutes	Pages	A summary of your reading	Grammar learned	Vocabulary learned	Best Quotes (Write 5 favorite quotes you do enjoy reading
March 02, 2017	15	9	One day her mother, Daisy, came to school to fulfill her teacher's call, Mr. Lanham. Donny had problems with his school, about his attitude and even his academic. From that moment on, Daisy was paying more attention to Donny. In the beginning, Donny had a good improvement of his grade, but not with his attitude. Donny kept break the school's laws. Donny finally entrusted to a psychologist named Calvin Beadle. Donny had a meeting with Cal three times a week. Unfortunately, when Donny's attitude began to improve, his grades actually decrease. Cal assures Daisy that there is something more important than Donny's value at the time, his happiness and his self-esteem. In April, Donny has been dropped-out from school because the teacher found beers and cigarettes in Donny's locker. Daisy was waiting for Donny to come home, but Donny was disappear. Instead of going home, Donny went to Cal's place. Cal was the only place where Donny could be comfortable with, and the only person Donny might believe to pour out his heart. And it turns out, Donny said that there was a boy who didn't like him and put a bottle of beer and cigarettes into his locker.	Present simple Past simple Sentence Forms	cowlick endearing face disruptive delinquent sagging inwardly required snappish botched sober subdued considerable pondering bewildered handlebar glaring perturbed shambled evasive flutter suggestible slouch forlorn talisman muzzy spiky	Given one more chance, she'd do it perfectly—hug him more, praise him more, or perhaps praise him less. "Yes," said the tutor, "but you and I both know there's more to it than mere grades, don't we? I care about the *whole* child—his happiness, his self-esteem. The grades will come. Just give them time." "We'll fight it," said Cal. In the end, she can only sigh and search for a cooler spot on the pillow. It flies up, it sinks through the hoop, descends, lands in a yard littered with last year's leaves and striped with bars of sunlight as white as bones, bleached and parched and cleanly picked.

| | | | After the incident, Donny entered public school and stopped the tutoring session. Despite his academic condition getting better, however, it seems Donny looks exhausted, bleak and depressed, he does not even have friends. During the final exam of the first week of June, Donny did not come home and from then on he was never seen again. Then his mother who yearns for his son, and regrets all his negligence all along. | | jittering

expulsion

reluctant

soothed

swollen
punitive

vindictive

petty
misdeed

feverish

avid

plodding off

parched | |

Table 3. Grammar log

Instructions:

Put your five favourite best quotes in the short story you have read into the grammar log below. Identify appropriate grammatical features inherent in the identified sentences: (1) Tense; (2) Mood: Declarative, Interrogative, or imperative; (3) Polarity—Positive or Negative; (4) Active-Passive Construction; (5) Connectors; and (6) Types of Sentences: Simple Sentence, Complex Sentence, or Compound-Complex Sentence

ID Number   : 1510631060026
Semester/Class   : 4/4F
Source of Text: :Teenage Wasteland by Anne Tyler

No	Sentence	Grammatical Form					Grammatical Features
		Subject	Finite	Predicator	Complement	Adjunct	
1	She'd do it perfectly—hug him more, praise him more, or perhaps praise him less.	she	Do	Hug Praise	Him	Perfectly More Less	Present Declarative Positive Active Or Simple
2	But you and I both know there's more to it	You and I I	Know Is Care Will	Know Care Come	Grades Whole child Them		Present and Future Declarative Positive

	than mere grades, don't we? I care about the *whole* child—his happiness, his self-esteem. The grades will come. Just give them time.	The grades					Active But Compound
3	"We'll fight it," said Cal.	We	Will	Fight	It		Future Declarative Positive Passive No connector Simple
4	In the end, she can only sigh and search for a cooler spot on the pillow.	She	Can	Sigh and search	Coller spot	On the pillow	Future Declarative Positive Active In the end, Simple
5	It flies up, it sinks through the hoop, descends, lands in a yard littered with last year's leaves and striped with bars of sunlight as white as bones, bleached and parched and cleanly picked.	It	Flies up Sinks	Flies up sinks	Through the hoop, descends, lands	In a yard cleanly	Present Declarative Positive Active And, Simple

Data collection and analysis

To examine students' responses to the use of extensive reading with learning logs, empirical data were collected through reflective journals and semi-structured interviews. The reflective journals were used to gather information on student teachers' thoughts of learning literary vocabulary through extensive reading with learning logs: vocabulary log, reading log, and grammar log. The interviews were audio recorded to generate more contextual data, to gather richer data, and to enable the researchers to do careful micro-interaction and thematic analyses and interpretation by playing back the digital data many times (DuFon, 2002; Fetterman, 2010). Semi-structured interviews served as verbal justifications from the participants for what was observed in the classroom and for what was unknown in the classroom observation. The semi-structured interviews were conducted with thirteen participants to obtain in-depth information about the participants' experiences of literary vocabulary learning in the course and their thoughts on vocabulary learning using extensive reading with learning logs. The questions for the interviews are presented in appendix 1 (See appendix 1 for a List of Interview Questions). All interviews were conducted in Indonesian language, and the scripts were translated into English. All of these encounters were digitally recorded with the permission of the participants. All of the interview data were transcribed, sorted out, and labelled as emergent themes. All of the data were analysed through an interpretative and narrative lens.

Qualitative data garnered from the reflective accounts and interviews were analysed using thematic content analysis (see Braun & Clarke, 2006). It was used because all of the data were experienced by the participants. The participants as data producers or constructors created new meaning or knowledge that is subject to close scrutiny. Thus, the one-to-one interviews ($n = 13$), and the student teachers' learning log works ($n = 26$), and the reflective accounts ($n = 26$) were interpretatively analysed. In particular, these qualitative data were sorted and labelled to fully see the interpretation of the participants along with their experiences and situations.

Results

Based on selective data analysis and drawing on the thematic analyses of the students' reflective journals, and interviews, three main themes were identified. These themes include (1) the usefulness of extensive reading with learning logs in learning literary vocabulary, (2) promoting autonomous learning in reading literary text with learning logs, and (3) the benefits and challenges of ER with learning logs. These themes reflect two central questions under research namely (1) In what ways do the students engage in comprehending literary texts through ER with learning logs? and (2) What are the students' reactions to these activities? These results are presented in a narrative way accompanied with discussions. To identify patterns and develop the themes, the data collected from the interviews and students' reflective journals were analysed using Braun and Clarke's (2006) thematic analysis. The thematic analysis is employed to thematize meanings; it is an analytical tool for "identifying, analysing, and reporting patterns (themes) within data" (Braun & Clarke, 2006, p. 79). This analysis embraced familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (see Braun & Clarke 2006 for a fuller discussion of each step). Thus, the data were coded and categorized to develop themes, which represented datasets relevant to specific research questions (Braun & Wilkinson, 2003).

The usefulness of ER with learning logs in learning literary vocabulary

Vocabulary is fundamental to grammar. Building literary vocabulary was of concern among student teachers who learned literary texts because most of the student teachers still struggled with literary terms, which obstructed comprehending of literary words. The students' responses on the use of LL were positive. All of the students expressed that learning literary vocabulary using vocabulary log was effective and helpful. Additionally, in students' reflective journal, they reflected positively. Student teachers noticed that LL improved their literary vocabulary - not only the meaning but also the word classes of the literary vocabularies. This argument concurs with three students' reactions of empirical evidence on the interest of LL on learning literary vocabulary.

Table 4. Vocabulary log

ID Number   : 1510631060030
Semester/Class   : 4/4F
Source of Text   : Teenage Wasteland by Anne Tyler
Instruction   : Please pick unfamiliar words from the short story you have read and fill in the new vocabulary log below.

| No | Word | Word Class | | | | Page, Para-graph | Word Context (Put sentences containing unfamiliar words) | Word Meaning | Synonym |
		Noun	Verb	Adjective	Adverb				
1	Wasteland	v				60	"Teenage Wasteland"	Any barren or uninteresting place	Wilderness, Dessert
2	Cowlick	v				1	He used to have very blond hair-almost white-cut shorter than other children's so that on his crown a little cowlick always stood up to catch the light.	A lock of hair that grows in direction different from the rest and that resists being combed flat	Tousled
3	Inwardly				v	4	She sat next to him as he worked, trying to be encouraging, sagging inwardly as she saw the poor quality of everything he did-	(of a particular thought, feeling, or action) registered or existing in the mind but not	Inside, in one's heart

						the sloopy mistakes in math(...)	expressed to others.	
4	Slouch	v	v			40	She saw Donny suddenly from a whole new angle : his pathetically poor posture, that slouch so forlon(...)	1. Stand, move, or sit in a lazy, drooping way. 2.A lazy, drooping posture or movement	1. Slump 2.Incompetent
5	Muzzy			v		50	He sounded muzzy.	Unable to think clearly; confused	Dizzy

Most of the student teachers stated that they enjoyed doing ER with LL. They argued that literary terms were not just a list of vocabulary, but also these terms were related to key words in literary texts which highlighted understanding of literary knowledge. As Andi commented,

> I like to learn literary vocabulary through learning log. It was effective and helpful in learning literary vocabulary. I really enjoyable to do the activities

Generally speaking, the student teachers engaged in a wide range of the activities, doing ER along with LL, which allow them deal with different lexico-grammatical resources at the short story they read. With this reason, the student teachers made vocabulary and grammar logs in order to save trajectory of what lexico-grammatical resources they learned. Rita told:

> It was a great experience that I could learn many important literary words that I had never known before. It was also interesting that I could learn the words by finding the meanings using on line dictionary and corpus.

The student teachers remarked that doing ER along with LL made them learn some vocabularies in the short story by using digital dictionaries, corpus, and translators i.e., the word "endearing," "delinquent," "botched," and "morass" that means producing feelings of affection or fondness, somebody, especially a young person, who has acted antisocially or broken the law, spoiled through incompetence or clumsiness, and any confusing or troublesome situation esp. one that is difficult to be free from respectively. As Nina recounted that

> Through learning logs, I could know the literary vocabularies from literary texts. For me, learning logs were effective in doing ER literary texts. With this I could interact and share my logs with the class.

The three students' responses indicate that learning literary vocabulary through learning logs could be more interesting and enjoyable to learners. From their responses it can also be implied that through using LL the texts could be more comprehensible and remembered for the student teachers. In addition, the student teachers' responses suggest that new perspectives to learn literary words could be gained from using LL. The participants' responses also imply that LL can be an effective tool in learning literary vocabulary because LL may act as a tool for self-development and as a form of diary for recording and enhancing experiential learning. Based on the responses, it can also be suggested that LL is not just a tool for learning literary

vocabulary, but it may also allow the student teachers to engage in reading as a meaning-making task. The finding of the study aligns with Fisher and Frey's observation (2014, p. 598) that "[v]ocabulary lies at the heart of content learning, as it serves as a proxy for students' understanding of concepts." In content based language learning i.e., literary texts, vocabulary building aims to assist student teachers recognize how vocabulary plays a role in making meaning in literary texts. Hence, vocabulary is a linguistic resource shaped by the contextual and social constraints integral parts of the "social system" (Halliday, 1994; Widodo, 2015).

Promoting Autonomous Learning in Reading Literary Text through Learning logs

The students' responses to the use of learning logs in terms of autonomous learning were positive. All student teachers felt that LL was useful; they used reading log to record their information they learn. Grammar log was used to log grammatical resources the student teachers learned. Vocabulary log was used to note all the lexical items the student teachers leaned or found important to understand the literary texts i.e., short story text. Overall, the students expressed that learning logs could help them be independent and active learners in comprehending English literary texts as demonstrated in the following excerpts from the students' reflective journals. This is clearly evidenced in the following interview responses.

Budi
Learning log help me understand unknown words independently. It made me know their meanings deeply and through analysed the grammatical forms and grammatical features, they helped me actively comprehend the whole story.

Dita
With learning logs I could be more actively and independently find the meanings of unfamiliar words in the story by reading the literary text repeatedly. Without learning logs I might have only found the meanings of the words without trying to understand deeply and I might have quickly forgotten them.

All of the students agreed that the tool could facilitate them to understand unfamiliar words independently and actively. They also reported that they were able to systematically record some words to comprehend the texts. More importantly, by using the tool they were extremely motivated to learn new words and to comprehend the literary text by reading it repeatedly. Most of the student teachers made use of repeated reading in order to complete components of the reading logs: a summary of your reading and best quotes. These suggest that through LL "student teachers increased their reading ability, developed positive attitudes toward reading, had increased motivation to read, and made gains in various aspect of proficiency in English, including vocabulary and writing" (Day & Bamford, 1998, p. 33).

Benefits and Challenge of ER with Learning logs

The result of interviews show that all the student teachers could obtain some benefits from the literary text extensive reading program with learning logs. This program could facilitate the students to gain new vocabularies in literary texts i.e., short story text. The activities included in the learning logs during extensive reading could also encourage the students to identify and learn sentence structures in contexts. The overall results suggested that learning logs helped the students understand the contents of the texts. For example, Tiara recounted that for her she got benefits that she recognized some unfamiliar words from the short story text. Besides, she could understand how to use tenses. And she could analyse the

structure of the sentences from the short story texts. Ayu added that "learning log help me learn vocabulary and sentence structures from the short story 'Teenage Wasteland' in which I could gradually understand the story." And Deny commented that "I could also understand about grammatical forms in details, such as distinguishing between complement and adjunt, etc." Rudi admitted that he learned more about new vocabularies in short story text. Finally, Susi reported that she could learn more about the sentence structure and their function in a text. Besides she got a lot of new vocabularies with their synonyms.

The findings reveal that the students achieved important benefits from literary text extensive reading program with learning logs. Most students acknowledged that this program had enabled them to foster their English vocabulary in a specific context with the result that in their view the contents of the literary texts were easily comprehensible. The students also reported that the learning logs could assist them to identify the structure of the sentences and the tenses from the literary texts that they read. In other words, LL could be an excellent vehicle to encourage the adoption of extensive reading. Additionally, LL provides a reading log, grammar log, and vocabulary log to help them keep track of their reading progression. The student teachers also created the LL in order to keep track of what lexico-grammatical resources they learned. Additionally, Widodo (2015, p. 168) maintains that "the learning logs could be a trigger for the student teachers to read routinely. It also encouraged them to summarize the gist of what they read and record lexico-grammatical resources they learned." However, a few students mentioned the challenges of using the learning logs in the literary text extensive reading program. They expressed that the learning logs were time-consuming, complicated, and difficult to be used for understanding grammatical forms and features.

Although the student teachers engaged in a wide range of lesson activities which allow them to explore different lexico-grammatical resources of literary text in particular short story text such as picking unfamiliar words from the short story text to identify their words class and to discover their meaning in context, summarizing the content of the story, selecting favourite sentences from the story to identify their grammatical forms, some student teachers found that these activities in the learning log were considered time-consuming and complicated. As Tedi recounted that learning log took a long time to fill it up. Yuli added that "the weaknesses of the learning log are the complicated application and the need to meticulous understand its instruction. Finally, Mila commented that "many students were still confused of identifying the sentence functions to be included in the log because of their limited knowledge." However, with these activities, the student teachers were highly participated this literary text extensive reading program through learning log.

Discussion

Some important points can be generated from the findings. First, learning logs could facilitate students' autonomous learning. This evidence accords with Little's (1991) idea of learner autonomy, which involves "a capacity—for detachment, critical reflection, decision-making, and independent action…" (p. 4). Additionally, the participants showed self-motivation, self-confidence, and self-directed learning. The tools encouraged the students to find out the meanings of unfamiliar words independently from the texts since their reading activities were guided by the tool to excerpt perceived-important vocabularies for the students to understand the literary texts. Secondly, learning logs actively engaged the students to thoroughly identify the meanings of new vocabularies that the students found in the literary texts. With the tool, the students attempted to create contextual meanings of the new vocabularies that thhey obtained from reading the texts. Though the learning log did not match all the expected outcomes, learning logs can be used for triggering the student teachers to read routinely. They reported that the learning log helped them keep tract of their learning literary

text. This benefit is also articulated in previous study by Wagner (1999) contending that learning log has been used for course evaluation because constant feedback can provide a more accurate student perception than evaluation at the end of a teaching cycle. Finally, with learning log, the reading activities were as being autonomous and active for the students which increased students' motivation to learn new vocabularies. LL could promote learners' autonomy because it encouraged learners "to determine the objective, to define the contents and progressions, to select methods and techniques to be used, to monitor the procedures of acquisition and to evaluate what has been acquired" (Holec, 1981, p. 3). Additionally, LL could make the student teachers sustain the exposure to the literary text and it could facilitate English acquisition.

The students also showed a positive attitude towards the usefulness of LL in learning literary vocabulary. With this in mind, the learning log can be considered as a vehicle that is used to assess learning from experience. The usefulness of ER with LL is also articulated in previous research by Widodo (2015, p. 167) as "the students were engaged in the act of reading as a meaning-making process (ideational meaning, interpersonal meaning, and textual meaning)." The ideational meaning in this ER activities deals with how a literary text is used to represent student teachers' experience in order to organize, understand, and express their perceptions of the literary texts. The interpersonal meaning concerns how elements of the literary text create patterns of interaction and evaluation: the type of interaction taking place and the way writers take a position in their message within the literary text. Additionally, the textual meaning is to do with the literary works to create a connected and coherent discourse (Bloor & Bloor, 1995; Christie & Unsworth, 2000; Halliday, 1975).

Implications and applications

Three important instructional implications can be elicited from the findings of the study. First, Learning logs can be incorporated into literary text extensive reading program that focuses on (1) linguistic aspects: a variety of styles, registers, and language learning materials; for this reason, such exposure to authentic materials will promote language acquisition through literary texts; (2) methodological aspect: great interaction opportunities in a language class internalizing the lexico-grammatical repertoires or resources from context, and (3) motivational aspect: stimulation to express student teachers' opinions related to the topics and the characters in the literary texts to their own life. The findings suggest that the use of learning log engages student teachers in reading literary texts as meaning making and learning autonomy that expand their reading ability and lexico-grammatical repertoires. In addition teachers can use a variety of literary texts so that student teachers can discuss different dimensions of the texts, such as cultural knowledge or cultural issues in terms of the history, people's customs and traditions, student teachers' personal responses, their personal satisfaction or engagement to the literary texts they read focusing beyond the lexico-grammatical resources.

The present study has revealed how learning log were employed in a literary extensive program. We acknowledge that a more complete picture of the use of leaning logs in both extensive and intensive reading programs could be provided in future studies. For example, an experiment study may be conducted to look at the effect of learning logs-oriented literary extensive and intensive reading programs on student teachers' reading fluency and achievement. A qualitative case study may also be undertaken to investigate different types of teacher scaffolding and peer support in learning log-based literary texts in EFL/EAL extensive and intensive reading programs. These future research agendas aim to document more empirical evidence regarding the implementation of learning log-oriented literary texts reading programs beyond short story texts.

References

Bamford, J., & Day, R. R. (2004). *Extensive reading activities for teaching language.* New York, NY: Cambridge University Press.

Bloor, T., & Bloor, M. (1995). *The function analysis of English grammar: A Hallidayan approach*. London, UK: Arnold.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*, 77–101.

Braun, V., & Wilkinson, S. (2003). Liability or asset? Women talk about the vagina. *Psychology of Women Section Review*, *5*(2), 28-42.

Brockbank, A. (2007). The action learning handbook: Powerful techniques for education, professional development and training. *Development and Learning in Organizations: An International Journal*, *21*(2).

Bruns, C. V. (2011). *Why literature?: The value of literary reading and what it means for teaching.* New York, NY: The Continuum International Publishing Group.

Carrell, P. L., & Carson, J. G. (1997). Extensive and intensive reading in an EAP setting. *English for Specific Purposes, 16*, 47-60.

Carter R., & Long, M. (1996). *Teaching literature.* London, UK: Longman Group UK Limited.

Carter, R., & McRae, J. (eds). (1996). *Language, literature and the learner*. Harlow, UK: Addison Wesley Longman.

Chang, A. C. S., & Renandya, W. A. (2017). Current practice of extensive reading in Asia: Teachers' perceptions. *The Reading Matrix: An International Online Journal*, *17*(1).

Christie, F., & Unsworth, L. (2000). Developing socially responsible language research. In L. Unsworth (Ed.), *Researching language in school and community.* London, UK: Cassell

Collie, J., & Slater, S. (1994). *Literature in the language classroom.* Cambridge, UK: Cambridge University Press.

Davoudi, M., Zolfagharkhani, M., & Rezaei, M. (2016). The relationship between EFL learners' extensive reading and English language proficiency. *Theory and Practice in Language Studies, 6*(3), 549-559.

Day, R. R., & Bamford, J. (1998). *Extensive reading in the second language classroom.* Cambridge, UK: Cambridge University Press.

Djikic, M., Oatley, K., & Moldoveanu, M. C. (2013). Opening the closed mind: The effect of exposure to literature on the need for closure. *Creativity Research Journal, 25*(2), 149–154.

DuFon, M. A. (2002). Video recording in ethnographic SLA research: Some issues of validity in data collection. *Language Learning and Technology, 6*(1), 40–59.

Elley, W. B., & Mangubhai, F. (1983). The impact of reading on second language learning. *Reading Research Quarterly*, *19*(1), 53-67.

Fetterman, D. M. (2010). *Ethnography: Step by step* (3rd ed.). Thousand Oaks, CA: Sage.

Fisher, D., & Frey, N. (2014). Content area vocabulary learning. *The Reading Teacher, 67*, 594-599

Fukaya, M. (2015). The use of a literary text in an extensive reading programme: Reading Murakami's 'Super-Frog Saves Tokyo' in the World Café. In M. Teranishi, Y. Saito & K. Wales (Eds.), *Literature and language learning in the EFL classroom* (pp. 260-279). London, UK: Palgrave Macmillan.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. New York, NY: Cambridge University Press.

Grabe, W., & Stoller, F, L. (2011). *Teaching and researching reading*. Harlow, UK: Pearson.

Halliday, M. A. K. (1975). *Learning how to mean: Exploration in the development of language (Exploration in language study).* London, UK: Edward Arnold.

Halliday, M. A. K. (1994). *An Introduction to functional grammar* (2nd ed.). London, UK: Arnold.

Holec, H. (1981). *Autonomy and foreign language learning.* Oxford, UK: Pergamon

Inal, H., & Cakir, A. (2014). Story-based vocabulary teaching. *Procedia - Social and Behavioral Sciences 98*, 675-679.

Karlin, O., & Romanko, R. (2010). Examining multiple variables within a single ER setting. *Reading*, *10*(2).

Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research.* Berlin, Germany: Springer Science & Business Media.

Kembo, J. (2016). Using short texts to teach English as second language: An integrated approach. *Universal Journal of Educational Research 4*(12), 2735-2743.

Krashen, S. (2011). *Free voluntary reading*. Santa Barbara, CA: Libraries Unlimited.

Lazar, G. (1993). *Literature and language teaching*. Cambridge, UK: Cambridge University Press.

Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin, Ireland: Authentik

Maley, A. (2001). Literature in the language classroom. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to TESOL* (pp. 180-185). Cambridge, UK: Cambridge University Press

Park, J. (2015). Integrating reading and writing through extensive reading. *ELT Journal*, *70*(3), 287-295.

Pison, R. (2000). Integrating language and literature: An approach to teaching literary texts. *The ACELT Journal, 4*(1).

Rand, J. (2013). Action learning and constructivist grounded theory: Powerfully overlapping fields of practice. *Action Learning: Research and Practice*, *10*(3), 230-243.

Real, W. (2003). Teaching English novels in the foreign language classroom. Retrieved October, 5, 2018, from http://www.heliweb.de/telic/teachnov.htm

Renandya, W. A. (2007). The power of extensive reading. *RELC Journal*, *38*(2), 133-149.

Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In *English language teaching today* (pp. 97-110). New York, NY: Springer International Publishing.

Short, M. (1996). *Exploring the language of poems, plays and prose*. London, UK: Longman

Tanaka, H., & Stapleton, P. (2007). Increasing reading input in Japanese high school EFL classrooms: An empirical study exploring the efficacy of extensive reading. *The Reading Matrix*, *7*(1), 115-131.

Tevdovska, E. S. (2016). Literature in ELT setting: Students' attitudes and preferences towards literary texts. *Procedia - Social and Behavioral Sciences, 232*, 161-169.

Wagner, Z. M. (1999). Using student journals for course evaluation. *Assessment and Evaluation in Higher Education, 24*(3), 261-272.

Waring, R. (2006). Why extensive reading should be an indispensable part of all language programs. *The Language Teacher*, *30*(7), 44-47.

Widodo, H. (2014). Contextually framing the design of ESP reading materials: Vocational English readings tasks. *TESOL Arabia Publications*.

Widodo, H. P. (2015). *The development of vocational English materials from a social semiotic perspective: Participatory action research.* Unpublished doctoral thesis. University of Adelaide, Australia.

Widodo, H. P. (2016). Engaging students in literature circles: Vocational English reading programs. *The Asia-Pacific Education Researcher*, *25*(2), 347-359.

Widodo, H. P., & Rozak, R. R. (2016). Engaging student teachers in collaborative and reflective online video-assisted extensive listening in an Indonesian Initial Teacher

Education (ITE) context. *Electronic Journal of Foreign Language Teaching*, *13*(2).

Yamashita, J. (2008). Extensive reading and development of different aspects of L2 proficiency. *System*, *36*(4), 661-672.

Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, *25*(2), 248-263.

Appendix 1:

List of Questions

1. What do you think of students, through extensive reading with learning log, will be better readers as they understand key words in depth from their readings?
2. What do you think of extensive reading with learning log helps students independently and actively learns how to understand words in their contexts?
3. What do you think of extensive reading with learning log helps students better understand how they can make text more comprehensible?
4. How much do you value the strong points of extensive reading with learning log?
5. What do you think of the weaknesses of extensive reading with learning log?

Author Note

Elih Sutisna Yanto earned his MA in English Education at Universitas Profesor DR. Hamka, Jakarta, Indonesia, in 2012. He is a lecturer at Universitas Singaperbangsa Karawang, West Java, Indonesia. His professional interests include language teaching methodology, systemic functional linguistics (SFL) in language education and the use of corpus in teaching grammar. Correspondence regarding this article can be addressed directly to: elihsutisnayanto@gmail.com.

Hilmansyah Saefullah is a lecturer at Universitas Singaperbangsa Karawang, West Java, Indonesia. He earned his MA in English Education at Indonesia University of Education (UPI) in 2013. His research interests include ESP and literature in ELT. Correspondence regarding this article can also be addressed directly to: hilmansyah.saefullah@gmail.com.

Dr. Deny A. Kwary is the Head of the English Department, Faculty of Humanities, Airlangga University, Indonesia. He is also the Language Manager of *Oxford Indonesian Living Dictionary*, Oxford University Press, University of Oxford, U.K. He holds a PhD in lexicography from Aarhus University, Denmark. His research interests include lexicography, corpus linguistics, and English language teaching. Correspondence regarding this article can also be addressed directly to: kwary@yahoo.com; d.a.kwary@fib.unair.ac.id.