

# Developing Extensive Reading Materials for Secondary School to Foster Students' Reading Habit

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**Abstract-** *This study aims at developing extensive reading materials for Junior High School to foster students' reading habit, as the first step of school literacy movement in Indonesia. This study utilizes Design and Development Research (DDR) by Richey and Klein (2007)[17] as the research method. Moreover, ADDIE model (Analysis, Design Develop, Implementation and Evaluation) is employed as instructional design model to develop the product. There are four data collection technique used; interview, questionnaire, test and observation. The product of this study is seven books as follows; The Five Pillars of Islam (Level A), Happy Halloween (Level A), Facts about Mosquitoes (Level C), The Legend of Surabaya (Level E), The Appointment in Samarra (Level G), The Return of Dracula (Level I), A True Friend (Level K). Those seven books are in the form of printed materials and within students' independent reading level. They are supported with pictures, complemented with correlation level, preface, short-excerpt, glossary, commentary column, and books choice flowchart. Based on the theoretical and empirical validation, the seven books are suitable to be used as extensive reading materials in school literacy movement to foster students' reading habit.*

**Keywords-** *Extensive Reading Materials; School Literacy Movement; Secondary School; Design & Development Research (DDR); Addie Model*

## 1. INTRODUCTION

To develop Indonesian students' character, The Ministry of Education and Culture has released a regulation No.23/2015 about practicing School Literacy Movement or Gerakan Literasi Sekolah (GLS). Indonesian government strongly suggests all schools; primary, secondary, high, vocational and special needs school to make practice of School Literacy Movement. Based on the government's design, there are three steps needed to practice School Literacy Movement. The first step is developing students reading habit that facilitates students to enjoy and love reading. The second step is developing more engaging reading activity, such as creating various graphic organizers, reading journal, mapping, chart and so on. The last step is integrating extensive reading into teaching and learning process (Wiedarti et al., 2016)[23].

To achieve the first step, fostering students' reading habit, schools need to facilitate students with amount of time (15 minutes) a day, comfortable place, and various reading materials (Park, 2006)[12] to make students being able to do self-selection of books (Jamnik, 2005)[8] which meet their interest. Another important thing in fostering reading habit is the belief of 'I enjoy reading' (Ratri, 2015)[15]. When students read and enjoy their book, reading becomes flow activity. People who do flow activities are meant to

be happier, more productive, more aware and more creative in approaching to life.

Although some Indonesian schools have practiced school literacy movement, not much of them put English as the reading materials. However, according to Indonesian education curriculum, English is one of compulsory subjects that must be taught in secondary school. Furthermore, school literacy movement should occur across all curricular areas (Wiedarti et al., 2016)[23]. It means that school literacy movement needs to involve all subjects listed in schools' curriculum, including English. Extensive reading, however, would never give any advantages if there is no reading material. Unfortunately, the fact said that the low progress of Indonesian students' literacy skill is because of the insufficiency of reading materials to meet students' needs (Diem, 2011)[5] and interest (Darmaningrum, 2016)[3]. Moreover, the lack of non textbook materials such as novels, short stories, encyclopedia, and other kinds of book that appropriate with students' cognitive development in school library is one of some problems faced by schools in establishing school literacy movement (Supiandi, 2016)[22].

Recognizing the importance of reading materials, the researcher intended to develop extensive reading materials for secondary school to complete the first step of school

literacy movement, which is fostering students' reading habit.

### 1.1 Statement of the Problem

This research attempts to answer the problem of reading materials' insufficiency in accomplishing the first step of school literacy movement –fostering students' reading habit– by developing extensive reading materials for secondary school students.

### 1.2 Specification of the Product

This study aims at developing extensive reading materials to foster students' reading habit as the first step of school literacy movement. The extensive reading materials are (1) in the form of printed materials, (2) within students' independent reading level, (3) supported with pictures, (4) complemented with preface, short-excerpt, glossary, commentary column, and books choice flowchart.

### 1.3 Scope and Limitation

This study focuses on developing extensive reading materials for secondary school. Therefore, the reading materials used to facilitate extensive reading, in this case to foster students' reading habit as the first step of school literacy movement. In addition, the product of this study is intentionally designed for secondary school students with their independent reading level (level A, C, E, G, I, K). That is why; the product may not be appropriate for another level of students, especially the higher level. Moreover, the extensive reading materials are adapted from various sources since the researcher is neither a native speaker of English nor a writer.

## 2. LITERATURE REVIEW

To get success on establishing extensive reading in second language classrooms, Day and Bamford (2002)[4] propose top 10 principles to be fulfilled; (1) Students read large amounts of material, (2) Students read a variety of materials in terms of topic and genre, (3) The material students read is within their level of comprehension, (4) Students choose what they want to read, (5) Reading is its own reward, (6) Students read for pleasure, information and general understanding, (7) Students read their selection at a faster rate, (8) Reading is individual (students read on their own), (9) Teachers read with their students, thus serving as role models of good readers, (10) Teachers guide and keep track of student progress. Among the top 10 principles, number one, two, three, and four have direct correlation with the reading materials that must be fulfilled by teachers.

Moreover, good materials which can be used to foster students' reading habit should offer two aspects; reading materials' level and students' interest (Jacobs, 2014)[7]. Related to the first aspect, extensive reading materials are suggested at students' independent reading level. It means that students can comprehend the materials with little or no assistance at all. However, it will be difficult for grouping students in a class into certain level. It is because students in one class possibly have different levels. Consequently,

teacher should provide materials with various reading levels.

Dealing with the second aspect, teachers need to provide various text types and topics that meet students' interest. To meet students' various interest, teachers are suggested to find out what students want to read through observing what students' past and present reading materials in various languages, consulting librarians, and collaborating with students to create, administer, and analyze their reading interests.

Furthermore, Renandya et al., (2015) summarizes some principles that need to consider on choosing extensive reading materials, such as (1) materials are interesting and comprehensible, (2) plenty of reading materials, (3) materials contain multimodal texts, (4) materials reflect the use of English in today's world, (5) materials should provide opportunity for students to develop their autonomy, (6) materials contain tasks and activities to develop students' reading fluency, (7) materials contain authentic texts and tasks which cognitively and affectively engaging. Related to the tasks on ER materials, Brown (2009) writes that providing flowchart and short excerpt can be interesting, motivating and helpful feature for students to get into the book.

Even though some previous researchers such as Pesonatama (2015), Navisah (2013), Hidayat (2013) and Rofi'i (2015) had conducted their study related to extensive reading materials development, there were still some gaps on their studies. The lack of text types and text acknowledgement are needed to be improved in the present study. Furthermore, students' current reading level also important to be measured to meet each student's need. While the additional feature such as commentary column is also crucial to be put in the reading materials since it can be used as a place for students to share their opinion toward the reading material.

## 3. METHODOLOGY

### 3.1 Research Design

Design and Development Research (DDR) was employed because it was in line with the purpose of this study. Development Research established "new procedures, techniques and tools based on methodical analysis of specific cases" (Richey & Klein, 2007:1)[17]. Furthermore, DDR was selected because it has been used widely in educational field. Besides, DDR also used iterative process which was required in developing products due to its flexibility to repeat the steps to make improvement on the product.

To collect the data, DDR mostly employs qualitative method research (Richey & Klein, 2007: 41)[17]. Moreover, DDR usually followed a certain ID or Instructional Design model. This study utilized ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model (McGriff, 2000). ADDIE model was selected because of its flexibility which was in line with the iterative process of DDR.

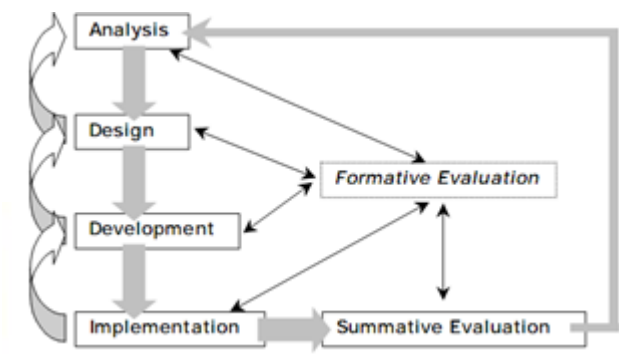


Fig 1: The ADDIE model of instructional design (McGriff, 2000)[10]

### 3.2 Subject of the Study

In this study, the designer, developer and instructors of the product was a same person, the researcher. The next subject was a school librarian who knew the practice of school literacy movement that usually done by students at school. After that, the students as the target audience consisted of 25 Junior High School students that selected using systematic sampling based on their students' number. The last, there were two evaluators in this study to evaluate the quality of the product. The evaluators were an expert of school literacy movement and a creative writer.

### 3.3 Procedure of the Development

#### 3.3.1 Analysis

Firstly, a preliminary study was conducted to obtain information on the problem faced by school and the need of the product. Based on the semi-structured interview with the school librarian, it could be seen that the school needed English reading materials because the number of English books available was only 47 among 1050 books in total.

Secondly, questionnaire was distributed to identify students' need and interest. The questionnaire covered students' general information, students' extensive reading experience, students' reading habit, and students' preference on text types and topics. Students who were taken as the subject of this study consisted of thirteen female students and twelve male students. Their age were varied, between twelve and thirteen years old. So, they were categorized as teenager, neither young learners nor adult learners.

Based on the questionnaire given, there were only 11 out of 25 students who experienced extensive reading. Most of students (45%) who experienced extensive reading usually spent five minutes in reading. Unfortunately, 14 students have never experienced extensive reading because of some reasons. Half of them said that they were unwilling to get in touch with English books because the language was too difficult, 3 students (21%) stated that the texts are too long for them, 3 students (21%) said that they did not have enough access to English text, and 1 left (7%) said that because of no picture on the texts. However,

almost all of them (92%) stated that the availability of reading texts at school still needed to be improved.

Dealing with students' interest, most of them (72%) preferred fiction to non-fiction texts. The seven students (28%) stated that they wanted folklore to be written down in the extensive reading materials, five students (20%) enjoyed science, five students (20%) loved humor, four students (16%) preferred horror, two students (8%) wanted to read about teenage life, one student (4%) needed religion and the last student (4%) wanted to read about culture. Most of students also preferred the glossary was written in English – Indonesia because they could understand easier in that way. Most of students (80%) preferred printed book to e –book because according to students, printed books were more practical, easier to read just like the handbook, easier to remember the content, more touching the readers' feeling, more relax to read because no need to concentrate on screen media and moreover one student stated that she loved the smell of new printed book.

Thirdly, diagnostic test was conducted to identify students' current reading level. The diagnostic test was in the form of quick comprehension check and retelling that adapted from reading a-z benchmark assessment, retrieved from <https://www.readinga-z.com/assessments/benchmark-books>. The diagnostic tests' result then converted into Fountas & Pinnel (2011)[14] reading level to create the blueprint easily. Based on the diagnostic test, eight students (32%) were on level A, seven students (28%) were on level C, four students (16%) were on level E, two students (8%) were on level G, two students (8%) were on level I and two students (8%) were on level K.

#### 3.3.2 Design

In the second phase, blueprint of the product and blueprint of reading activities for trying out the product were created. The blueprint of the product contained information needed in the development phase such as text types, topics, level of the books, text structure, language features, sentence complexity, words & vocabularies, and book & print feature. The blueprint of the product was adapted from Fountas & Pinnel (2011)[14] characteristics of books' level. While blueprint for the product's implementation contained information about the date, time allocation and reading activities that done during implementation phase.

#### 3.3.3 Development

The blueprint of the product was changed into the real product in this phase. Firstly, researcher compiled reading texts from internet and book that matched to the topics and text types on the blueprint. Next, the texts were adapted to Fountas & Pinnel (2011)[14] characteristics of books' level to match the text structure, language feature, sentence complexity, words & vocabulary and book & print feature. In the adaptation process, modification was made to fulfill the requirements on each level. After that, the additional features such as short excerpt, colorful picture, glossary,

readers' commentary column and book choice flowchart were combined into the books.

After the extensive reading materials were already printed out, they were validated by the evaluators. The validation was intended to identify the quality of the product and to acknowledge parts that need improvement. Questionnaire with Likert Scale was given to the evaluators to measure the three aspects; content, language and layout of the product. To get in depth data, the semi structured interview was conducted with the evaluators.

### 3.3.4 Implementation

To identify the practicality of the product in the real world context, the extensive reading materials were tried out or implemented. The implementation was run by an instructor who was the researcher herself. During the implementation, the researcher observed on what happened in the reading class, especially the students' attitude toward the extensive reading materials and the delivery system of the materials.

At the end of reading activities, students were asked to fill out the questionnaire that indented to identify students' opinion and judgment toward the product. The result of students' opinion and judgment were used as consideration to revise the product.

### 3.3.5 Evaluation

The formative evaluation was done in both development and implementation phase. In the development phase, questionnaire and interview were delivered to the evaluators to measure the quality of the product. While in the implementation phase, formative evaluation was administered to students through questionnaire and observation. The feedback from both evaluators and students were used to revise the existing product and to create the final product

## 4. RESULT

Based on the need analysis, there were seven books produced;

Table 1. The seven books created on the development process

Book 1	<i>The Five Pillars of Islam</i>	Level A
Book 2	<i>Happy Halloween</i>	Level A
Book 3	<i>Facts about Mosquitoes</i>	Level C
Book 4	<i>The Legend of Surabaya</i>	Level E
Book 5	<i>Appointment in Samarra</i>	Level G
Book 6	<i>The Return of Dracula</i>	Level I
Book 7	<i>True Friend</i>	Level K

Those books were in the size of 21cm x 14.5cm. This size was neither too small nor too big for Junior High School students; it was just proper size for them. To print the books, art papers 150gr and 230gr were used for books' content and books' cover. Art paper was chosen because this kind of paper had appropriate quality, smooth and glossy, to be used as printed media for books or magazines

with colorful pictures. Additionally, the seven books were bound using wire binding in order that the books could have long durability.

## 4.1 Theoretical Validation

The seven books were validated by the two evaluators to evaluate the quality of content, language, and layout.

### 4.1.1 Content Evaluation

The first evaluation was related to the content of the books. The books were varied in term of text types and topics. Related to the length of the texts, however, the evaluators agreed that the texts were quite short for secondary school students. The first evaluator stated that the most appropriate book for secondary school level was *A True Friend* (which had 15 pages long with three to twelve lines per pages), because the six other books were quite short and easy for the level. Furthermore, the second evaluator had the same idea. He argued that the texts on the seven books were quite short and it was better to add dialogue on each book to make it longer and more detailed.

Moreover, the second evaluator advised to create explicit moral value on *The Appointment in Samarra* because it was difficult to understand. Students needed high critical thinking to understand that story since the moral value was implicit. If there were no changes on its way to convey moral value, students would get confuse while reading it. Moral value also had to be included on each book in order to motivate students after reading. Another suggestion came to the book entitled *The Legend of Surabaya* that had less text unity. The ending of this book was not clear. That was why researcher needed to revise the ending in order to create unite story.

The next aspect of content evaluation was about books' features. The first feature was short-excerpt that put on the first page before the reading text. The two evaluators agreed that short-excerpt could motivate students to read the whole text, but the second evaluator suggested creating short-excerpt in the form of question to make students more challenged to answer the question by reading the entire texts.



Fig 2: The example of good short-excerpt

The second feature was glossary which could help students to understand unfamiliar words. The third feature was books' choice flowchart which according to the second

evaluator, it had to be written in series based on the reading level. It was because students tended to read the simplest and easiest books first, and they would be proud on their selves for comprehending the books. After that, students would continue to find more challenging books by looking at the flowchart. Related to the fourth feature, commentary column, the first evaluator suggested that its performance needed improvement by writing leading sentences on what students could comment on.

In relation to books' features, the evaluators had some suggestion to make betterment on the extensive reading materials. First, it was suggested to add preface on the books to give general idea on what is going to be read. Next, it was advised to show the name of writer and the level of each book, so that students could pick up the books easily based on their level. The last suggestion was to move on source of the books from the front page into the back page before glossary.

In summary, based on validation results from the two evaluators, the content of extensive reading materials was appropriate for secondary school students because it was varied and interesting.

#### **4.1.2 Language Evaluation**

The second evaluation was related to the language used on the books. The first aspect that should be paid attention was 'article'. In the book entitled Facts About Mosquitoes, on the page i was written "Which is male mosquito?", it should be "Which is a male mosquito". The other case was happened on the book entitled True Friend; this title should be completed by article "a", so the title became A True Friend.

The next is about inappropriate language used in The Legend of Surabaya book on page 6. On that page it was written "BAK.....BUK...." to describe that Sura and Baya is fighting, nevertheless the word "BAK.....BUK...." sounded Indonesian. That was why the evaluator suggested revising that part into English version.

The last but not least, the mistyping happened on the book entitled The Return of Dracula. On the page i it was written down "Is he a read Dracula?", the word "read" caused incorrect grammatical form and it could make students getting confuse. Another mistyping was happened to Facts about Mosquitoes book in which the word "about" was written down in capital letter and it made incorrect grammatical form on the use of preposition.

In sum, based on validation results from the two evaluators, the language was proper for secondary school students.

#### **4.1.3 Layout Evaluation**

Based on the validation result, the cover design and the arrangement of each text were interesting. However, some aspects that need improvement were font size and typing of the book The 5 Pillars of Islam. The font size on that book was quite small and the typing was unclear, so it was uneasy to read. The evaluators suggested strongly revising that book in term of layout.



Fig 3: The layout of The 5 Pillars of Islam book before revision

The next is about books' binding that according to evaluators was good and needed no revision. Moreover, the overall layout of the product was interesting. In conclusion, based on validation results from the two evaluators, the layout of extensive reading materials was good and interesting.

## **4.2 Empirical Validation**

This sub-section gives details on empirical validation that related to implementation of the product in the real world context. This validation aimed at evaluating practicality of the extensive reading materials. The data of empirical validation were taken from field notes observation and questionnaire with Likert Scale that administered to the students. There are some data gained from both observation and questionnaire; (1) students' attitude toward content of the product, (2) students' attitude toward language of the product, (3) students' attitude toward layout of the product, and (4) students' attitude toward the delivery system of the product.

### **4.2.1 Students' attitude toward content of the product**

Firstly, related to the content, most of students (92%) stated that they are interested in the topics provided. It could be seen from students' various answers when the teacher asked them which book they liked during the books' discussion on the implementation phase. These are the example of students' answer:

1. "I like the story of Fiona because it contains good moral value"
2. "I love the Dracula story, miss. Because it is funny and the face of grandfather's character on the story just look like my grandpa. Hahaha"
3. "I like about mosquitoes facts. It can give us more knowledge"
4. "I love Halloween because the pictures are interesting".

Related to the books' feature, students loved the books because of their complete features, a male student wrote down a comment on the questionnaire "The unfamiliar words in the glossary are complete, the books are interesting because it completed by several features such as glossary, flowchart, commentary column, etc".

Unfortunately, only 60% of students who agreed that flowchart could help them to find the just right book. This was possibly due to the ambiguous form of flowchart just like what the evaluators said.



Fig 4: The books' choice flowchart before revision

Moreover, students still got confuse on what should be written in the commentary column, one of students asked "What should we write in this column, miss?". This question appeared on student's mind because there was no instruction on the commentary column about what students could write over there. That was why one of evaluator suggested writing leading sentence on the commentary column to make students get clear instruction in filling out the column.

In relation to the plot of the story, students got confuse on understanding the book entitle Appointment in Samarra. For sure, this is because of the implicit meaning on that book. That was why, the book needed revision to create explicit meaning. Students also suggested the researcher to add the name of the author and preface. It can be inferred from students' opinion written in the questionnaire as follow, "It should be completed by the author's name, miss. So the readers know who is the author", "There is no preface and author of this book".

#### 4.2.2 Students' attitude toward language of the product

The language used seemed appropriate for students, 80% of students said that they could comprehend the text with no obstacles. However, a female student suggested that researcher adds dialogue between Fiona and her friends on the book entitle True Friend to make readers get clear imagination on what actually the characters are speaking about.

#### 4.2.3 Students' attitude toward layout of the product

This sub-section is dealing with students' attitude toward the books' layout. The majority of students (88%) argued that the overall books' layout was interesting. The books completed by interesting and clear picture. The binding was neat; the arrangement of texts was also good. However, there was one book that had quite bad layout entitled The 5 Pillars of Islam. Some students commented that this book had unclear picture and no texts. It was because the texts were not separated with the picture. Therefore, the texts were hard to see and the pictures were blurred.

#### 4.2.4 Students' attitude toward the delivery system of the product

The last is about students' attitude towards the delivery system of the product. Based on the observation, students

showed positive attitude towards the delivery system. It could be seen when all students snatched at the books enthusiastically. Students were curious about the content of all the books, so they tried to read them all. Students' excitement in reading the books could be seen in this quotation "Can I read another book after finishing this one?".

Furthermore, when the teacher asked them how many books they have read, students at least read three books. When the teacher was guiding a student, the other students were not in a mess, they continued reading, exchanged books, had discussion with their friend, and shared stories with their friends. Unfortunately, one thing that needed to pay attention to is about the number of books. Due to the limited number, students were in argument to get a book. Some students gave advice to the researcher to add the number of books. This statement was supported by the data from questionnaire which shows that only 60% students who stated that the number of books are sufficient for students.

### 4.3 Revision of the Product

The product was revised based on the theoretical and empirical validation results.

The first revision was related to the content. These were some examples of revision that already done:

1. The book's level and author's name has already included in the cover of revision product.



Fig 5: Before and after revision of book's cover

2. Moreover, the preface has already added to the revision product.



Fig 6: The preface on the revision book

3. The commentary column has been preceded by leading sentence to make students clear on what can be written there.



Fig 7: Before and after revision of commentary column

The second revision is related to the language used.

1. Some dialogues have been added to the product to give details on what actually happened.



Fig 8: Before and after revision of adding details dialogue

2. The use of language on fighting has already changed



Fig 9: Before and after revision of language used on fighting

The third revision is related to the layout of the books.

3. The unclear picture has already changed into the best one



Fig 10: Before and after revision of unclear picture

## 5. DISCUSSION

Based on the findings, the product has some strengths and weaknesses that elaborated as follows;

### 5.1 Strengths of the Product

First, the product is purposely developed to foster students' reading habit through extensive reading. Extensive reading gives a lot of benefits, one of them is creating more positive attitude toward reading and increasing students' reading habit (Day & Bamford, 2002)[4]. It means that by reading the product extensively to enliven the school literacy movement either during library visit or during the spare time at home, students absolutely could increase their reading habit. Moreover, students have shown positive attitude toward reading during the product's tryout. Students snatched at the books enthusiastically, desired to read all of the books provided, wanted to bring the books home and still needed more books to be produced.

Second, the product is in the printed form. It was because most of students (80%) preferred printed form than electronic form or e-book. Some students preferred printed form because it was more practical and easier to read just like the handbook. It is in line with the result of study by Spencer (2006) which found that most of students favored print copies of text materials because of its portability, dependability and flexibility. While some other students stated that reading printed books is an easier way to remember the content and a more relax activity because no need to concentrate on screen media. This finding is also in line with Jeong's (2012) study which explained that reading printed book enables students to get better reading comprehension and reduce eye fatigue due to the tiredness of using screen. A student also stated that he loves reading printed books because the smell of new book is lovely.

Third, the product is within students' current independent reading level. It is a good way to foster students' reading habit just like what Shin and Ahn (2006) found that the availability of reading materials which are appropriate with students' level encourages students to read more. This statement is in line with the second evaluator who argued that when students are facilitated with appropriate reading materials based on their level, they could understand the text easily. And it makes them proud of their selves. Next, the feeling of pride can create a motivation to read more and more. It is why during the implementation of the product, students were excited to read the all the books. Another benefit of providing students with comprehensive reading materials is being able to promote extensive reading for second language learners (Day and Bamford, 2002; Jacobs, 2014; Renandya et al., 2015). The various levels of reading materials provided by researcher could facilitate the different need of students. Jacobs (2014) also argued that it is worthy to provide students with plenty of materials within their current reading level because one class possibly has different reading levels (Jacobs, 2014)[7].

Fourth, the product is varied in both text types and topics. The product covers fiction and non-fiction texts. It also covers various topics such as religion, humor, horror, teenage life, science, folklore and culture. This strong point is beneficial to get success on establishing extensive reading in second language because Day and Bamford (2002)[4] stated that reading material for extensive reading should be varied in terms of topic and genre. Furthermore, during the implementation of the product, there was a student who actually on level E, but he preferred to read level I because the topic was interesting for him. It is just what Jacobs (2014)[7] argued that students can bring instructional level into their independent level when students are interested in a particular topic, an author, or a particular book. It is because the 'love' on a particular topic, author or book encourages students to do much effort to comprehend the text, even it is hard. Moreover, this product is good for students since it reflects the variety of cultures, such as The Legend of Surabaya from Indonesia, Happy Halloween from western culture, and

The Appointment in Samarra from Middle East culture. The various cultures enrich students' multicultural experience through reading (Beers et al., 2010)[1]. Fifth, the product completed by some features such as short excerpt, glossary, flowchart and commentary column. These additional features create positive attitude toward the developed product. A student wrote in the suggestion column of the questionnaire that "the books are interesting because completed by short excerpt, glossary, flowchart and commentary column". It is in line with Brown (2009)[2] who writes that providing flowchart and short excerpt can be interesting, motivating and helpful feature for students to get into the book.

Sixth, the layout of the product is attractive. The size of the product is 21 cm x 14.5 cm; it means that the product is portable. In addition, colors and pictures that support the reading texts cause the product looks more attractive and importantly helps students to enjoy and comprehend the texts more easily. It is proven by students' comment during the discussion in post reading activity. One of the student said that "I love this story because the content of the text is interesting and the pictures are funny".

The last is related to the implementation of the product. The product, extensive reading materials are purposely designed for extensive reading used. Therefore during the product's tryout, there is no task or test for students. It made students enjoy their reading activity because no obligation needed after reading. It is shown in the questionnaire's result that mentioned 88% of students enjoy their reading activity. This belief of 'I enjoy reading' is important thing in creating reading habit (Ratri, 2015)[15].

## 5.2 Weaknesses of the Product

Nonetheless, the product has several weaknesses as follows. First, the product is not sufficient for students. There are six reading levels of students in this study and the students on one level have different topic's preference. However, all the topics in one level were not developed fully due to the limited time and cost. There are only seven topics developed among those six reading levels of students. Moreover, the copies of the product are also limited since there are only fourteen printed materials produced and implemented in the product's tryout. Due to the limited number of the product, students need to wait for their friends to finish reading when one of them wants to change the book. In fact, Park (2006)[12] suggests teacher to provide amount of reading materials, to make students be able to do self-selection of books (Jamnik, 2005)[8].

Second, the printed quality in a book entitled The 5 Pillars of Islam is really bad. It is proven by the comments from both evaluators and students who stated that the printed quality is bad, blur, and need revision. The unexpected printed quality on that book because the small pixel of the pictures which are zoomed out to create the bigger ones.

## 6. CONCLUSION

This study successfully developed a product called extensive reading materials in the form of seven printed books in various levels for the seventh graders. The seven books consisted of three fiction and four non-fiction books in the six levels with seven different topics. The books were completed with books' level, author's name, correlation level, preface, short-excerpt, acknowledgement, glossary, commentary column, flowchart and supported pictures. Based on the theoretical and empirical validation, the seven books are suitable for the seventh graders in terms of content, language and layout. The contents are varied, the language is proper for students' level and the layout is interesting. The books have already fulfilled the criteria of good extensive reading materials. Moreover, the seven books could boost up students' positive attitude toward reading English texts. Therefore, it possibly could foster students' reading habit.

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**Prativi Khilyatul Auliya, S.Pd** is a master degree student at State University of Surabaya. She obtained her undergraduate program in English Education Department on the same university. She has interests in teaching reading. She has been a teacher for six years. She has experience in teaching various



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She earned her Bachelor's Degree in English Language Education in 1987 from IKIP Surabaya (now State University of Surabaya) the institution where she was then recruited as a faculty member. In 1992, she went to the United Kingdom pursuing her MA in Librarianship at the Department of Information Studies in the University of Sheffield, England, earning her M.A. in 1993. The chance to obtain a Magister degree in the S2 program in English Language Education at Program Pascasarjana IKIP Malang opened to her in 1997. After she finished her study in February 2000, she got an opportunity to return to Malang pursue the Doctorate Program in English Language Education at Program Pascasarjana of State University of Malang which was formerly IKIP Malang and finished her study in early 2005. She is interested in TESOL, especially in the relationship between language and culture, and literacy development

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