EFL Learners' Perception on The English Reading Instruction with Non Fiction English Texts

Jaya Nur Iman*[1], Nike Angraini[2]

[1,2] Universitas Indo Global Mandiri, Palembang, Indonesia
e-mail: *[1] **jaya@uigm.ac.id**

Abstract

The present investigation was about to highlight whether the EFL learners had positive perception or not on English reading instruction with non fiction English texts. A design of experimental research which chiefly focused on the descritpive analysis was utilized. The sample was chosen purposively which it comprised of 17 male students and 15 female students of junior high school in Palembang. 10 question items were accordingly designed as a primary instrument in a close-ended questionnaire. However, there were twenty participants of which consisted of 5 male students and 15 female students filled out the questionnaire based on the time given. The research findings showcased that mostly the participants had positive responses (strongly agree and agree) due to the use of non fiction English text in English reading instruction. Thus, it could be concluded that the there was positive perception on the participants' reading comprehension with integration of non fiction English text in English reading class.

Keywords: EFL Learners' Perception, English Reading Instruction, Non Fiction English Texts

1. INTRODUCTION

Reading is one of receptive skills that learners of English needs to have as this enables the learners to comprehend the English reading text effectively and efficiently. It also leads to easily understanding complicated English reading contents and avoid misunderstanding as well as misconception of it. Reading is a requirement for most everyday activities and is crucial for academic life success (Duncan et al., 2007). According to (Whent et al., 2010), students should be taught the necessary abilities to read in the lower grades as reading is prominent for knowledge acquisition and academic success. If they do not learn to read by then, they run the risk of dropping out. People's general language skills, including speaking, vocabulary, and communicative abilities, are greatly enhanced by regular reading (Schatz & Krashen, 2006) (Cain & Oakhill, 2011). Out of the four skills, reading comprehension is the most crucial, especially when teaching English as a second or foreign language (Carrell, 1987) (Tamsi et al., 2013) (Zua, 2017). The importance of reading comprehension skills for EFL learners has been pointed out by numerous researchers (Richards & Renandya, 2002) (Dreyer & Nel, 2003) (Alfassi, 2004). In addition, reading is a useful activity that can boost students' interest in reading and improve their reading abilities (Diptoadi, 2019). Besides, the ability to comprehend and use written language forms that are either required by society or highly valued by an individual is known as reading literacy. Texts can provide readers with a

multitude of ways to comprehend them. They read for pleasure, to participate in reading communities at school and in daily life, and to learn (Mullis & Martin, 2019).

However, seeing the fact that crisis of literacy still happens in Indonesia in conjunction with reading comprehension, independent reading, reading interest, and reading habits, cannot be resolved by simply offering courses; rather, educational initiatives and strategies that eventually boost interest and reading habits are needed. Low proficiency in reading English as a foreign language (EFL) is caused by a number of factors, most notably the learning strategy, which is still teacher-centered and content-oriented (G. M. Jacobs & Renandya, 2015). Beside that, Based on a research undergone by Satriani (2018), students' reading process problems include being unmotivated to read, reading sparingly, or unwanting to read anything at all. When reading a lengthy text, some students require a lot of time. They find it difficult to commit the information they just read to memory. Moreover, reading texts on unfamiliar subjects adds to this difficulty, and complex grammar also impairs the reader's ability to understand the text. Another reading problem spoken by (Kheirzadeh & Tavakoli, 2012) that students' difficulty understanding certain idioms in a text is one of the causes of their reading comprehension issues. Idioms are actually frequent expressions in sentences that disregard literal interpretation and cannot be understood by defining each word individually. As a result, many students are unable to comprehend idioms and their proper meaning. For this reason, reading comprehension research is essential. As a result, educators are encouraged to use a variety of techniques and learning materials that expose and motivate language learners (Cahyono & Widiati, 2006) (Alshumaimeri, 2011).

An extensive reading activtity is a practise of reading both fiction and non-fiction texts. Each student reads both based on their personal preference. Texts that are fiction and those that are non-fiction differ undoubtedly. Stories created from the author's imagination are found in fiction texts. Non-fiction texts, on the other hand, are true and based on actual events. According to (Feng et al., 2004), incorporating nonfiction into science lessons helps students become readers who can follow complex curriculum, read for extended periods of time, and write persuasively—a skill that calls for analysing a variety of facts and sources. According to (Lutz et al., 2006), students' development in reading comprehension and strategy use is enhanced when reading is integrated with science instruction. These are essential abilities for the younger pupil. Besides, according to (Flowers & Flowers, 2009), reading nonfiction expands students' academic vocabulary, introduces them to topics and questions from the real world, and promotes cross-curricular learning. By teaching students how to find the information they are interested in learning, nonfiction curricula facilitate multiple ways of thinking and create easier learning and self-efficacy pathways (Duke et al., 2002).

Additionally, reading extensively helps students become more proficient (Nakanishi, 2015). In addition to raising students' reading rates, (McLean & Rouault, 2017) claimed that extensive reading is a successful and efficient way to raise students' proficiency. Thus, it has been demonstrated that the intensive reading approach is not as good as, or even more focused than, the extensive reading approach. Regarding the extensive reading approach standard in the research mentioned above, no studies have employed the Common European Framework of Reference for Languages, or CEFR, as the global standard for the content in Extensive Reading. Furthermore, reading nonfiction expands students' academic vocabulary, introduces them to topics and questions from the real world, and promotes cross-curricular learning (Flowers & Flowers, 2009).

Some aims for reading non-fiction texts were listed by (Dorn & Soffos, 2005). These include: inquiry, drawing on past knowledge, recognising complicated textual structures and features, and making the connection between the goals of the inquiry and text navigation. However, a recent inquiry reported that on the basis of learners' perception, extensive reading is a meaningful practice that can foster their learning interest in English reading and assist them to be come more proficient readers (Diptoadi, 2019). Additional research revealed that most students preferred extensive reading and would select real books for their reading assignments (Lien, 2010). According to (Day et al., 1998), students who engage in extensive reading become more motivated, interested, and willing to read English-language texts. Additionally, extensive reading can help students learn L2 vocabulary while also enhancing their reading abilities (Suk, 2017).

Hence, it could be further stated that non fiction English reading activities in English reading instruction particularly on extensive reading provided significant impact on the English reading comprehension achievement. In relation to the rationale above, the researchers would like to undergo current inquiry on the EFL learners' perception on English reading instruction with non fiction English texts. This was conducted to give further viewpoints and insightful recommendation for EFL teachers to highlight their students'responses on the use of non fiction English text in English reading instruction. It was also done due to a few number of research in middle school. It was carried out in one of private schools in southern region of Sumatera, Palembang.

2. RESEARCH METHODOLOGY

A quantitative research design with descriptive analysis was used in this current research. This was chiefly concerned on EFL learners' perception on English reading instruction with non fiction English texts. The English reading instructional activities had been undergone for 16 instructional sessions including the administration of pretest and posttest. The present academic investigation was performed in one of junior high schools in Palembang, southern region of sumatera in the academic year of 2022/2023. The sample was chosen purposively which it comprised of 17 male students and 15 female students. Their age was ranged from 12-14 years old. There were at the same level of education, learning English reading with various non fiction English texts, had no English course taken out of teaching and learning hours.

Data collection and analysis

The researchers had undergone inquiry on the EFL learners' perception on English reading instruction with non fiction English texts by designing the questionnaire on the basis of needs analyzed. However, before disseminating a close-ended questionnaire, intervention was done. Hence, the following were steps of English reading instruction with non fiction English texts: The learners were explained with non fiction English texts, its definition, function and non fiction text types as well as extensive reading. Then, they were displayed with examples of non fiction texts and discuss them together. They were also instructed about the reading comprehension aspects and asked to find them in non fiction English texts. Thereafter, they were asked to collect their answer from the students' worksheet provided. After that, a set of close ended questionnaire was asked to fill out to see the EFL learners' feedback on the English reading instruction with non fiction English texts.
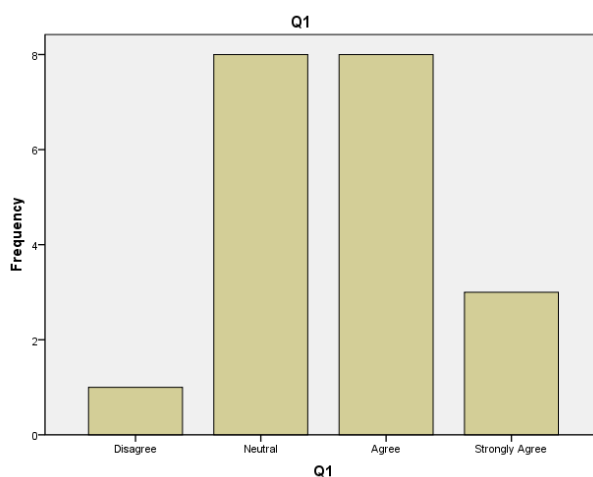
Additionally, this questionnaire was structurally designed to probe whether of not EFL learners had positives responses on English reading instruction with non fiction English texts. 10 question items were accordingly designed in a close-ended questionnaire. 5 Likert scales (disagree=1, strongly disagree=2, neutral=3, agree=4, and strongly agree=5) was used in this instrumentation. The question items disseminated were (1) I like learning English reading with non fiction texts, (2) I am highly motivated in English reading class, (3) I know types of non fiction English text, (4) I can identify main idea easily when reading, (5) I get many vocabularies after reading, (6) I can guess words meaning contextually, (7) I can locate specific information correctly, (8) I can identify reference in text, (9) I can identify implied meaning from reading passage, (10) I can identify explicit meaning when reading. There were twenty participants of which consisted of 5 male students and 15 female students filled out the questionnaire based on the time given.

Additionally, questionnaire reliability was statistically calculated with cronbach alpha reliability coefficient. The calculation results revealed that the value of questionnaire reliability was .779 in which it can be interpreted that the value of internal consistency was acceptable or reliable. Afterwards, the questionnaire were well-created in google form to let the participants fill out and provide their responses. After that, in analyzing and breaking down the data of research, the questionnaire calculation results responded by the participants were transformed into frequency, converted percentage, and pie chart. Furthermore, it was then interpreted and described by looking at and analyzing the results of converted frequency and percentage gained.
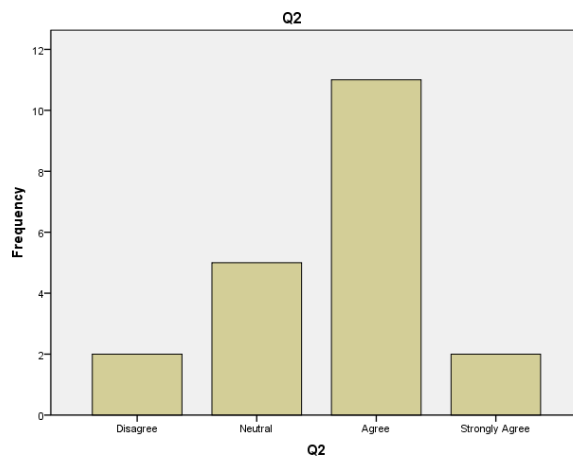
3. RESULT AND DISCUSSION

Having obtained the results of reliability analysis and grasped the data of the participants' responses as well as analyzed the results of questionnaire with descriptive analysis, an analysis of Likert scale was computed with SPSS to find out the result. A well-designed questionnaire with close-ended format was used to seek out whether the participants possessed positive responses or not on English reading instruction with non fiction English texts. In this section of research results, the results of questionnaire calculation with Likert scale analysis were clearly presented as follows:

Chart 3.1 I like learning English reading with non fiction English texts
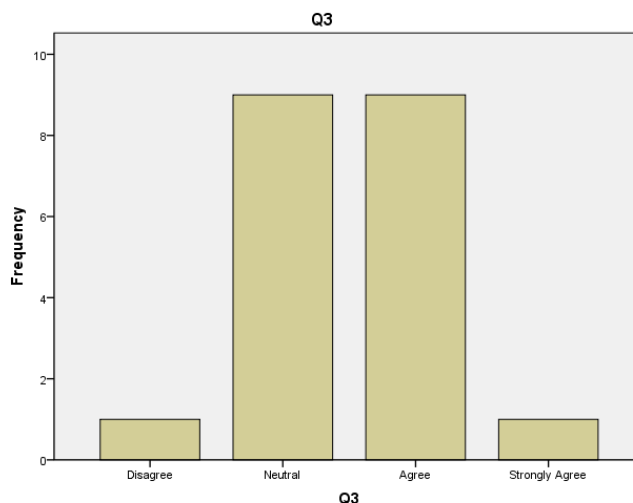

As displayed in chart 3.1, it could be interpreted that 3 (15%) participants strongly agreed, 8 (40%) participants agreed that they liked learning English reading with non fiction English text. 8 (40%) chose neutral, and 1 (5%) chose disagree. In addtion, the mean score gained of Q1 was 3.65 and the standard deviation gained was .813. Thus, it could be stated that there were 11 (55%) participants responded positively that they like learning English reading with non fiction English text.

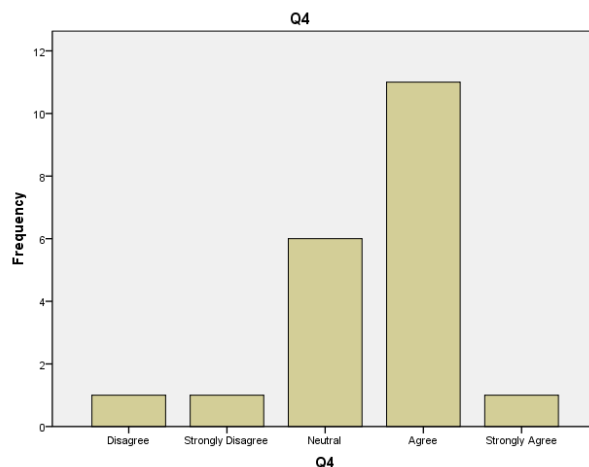Chart 3.2 I am highly motivated in English reading class

As seen in bar chart 3.2, it could be revealed that 2 (10%) participants chose strongly agree, 11 (55%) participants chose agree that they were highly motivated in English reading class. 5 (25%) participants chose neutral, and 2 (10%) participants chose disagree. Additionally, the mean score obtained of Q2 was 3.65 and the standard deviation gained was .813. For that result, it could be further concluded that there were 13 (65%) participants responded positively that they were highly motivated in English reading class.

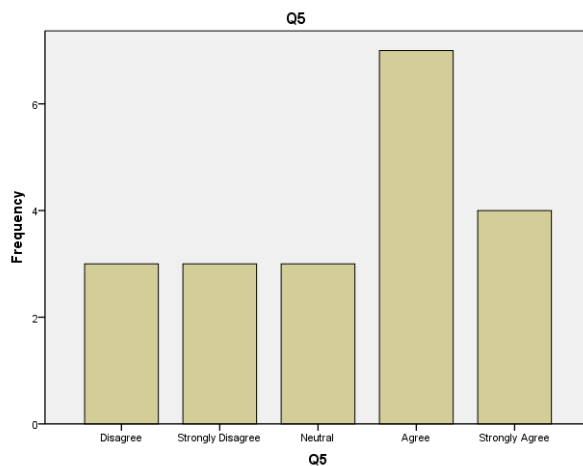Chart 3.3 I know types of non fiction English text

As presented in bar chart 3.3, it could be vividly seen that 1 (5%) participant strongly agreed, 9 (45%) participants agreed that they knew types of non fiction English text. 9 (45%) participants chose neutral, and 1 (5%) participant chose disagree. Thereafter, the mean score gained of Q3 was 3.50 and the standard deviation was .688. Hence, it could be further said that there were 10 (50%) participants responded positively that they knew types of non fiction English text.

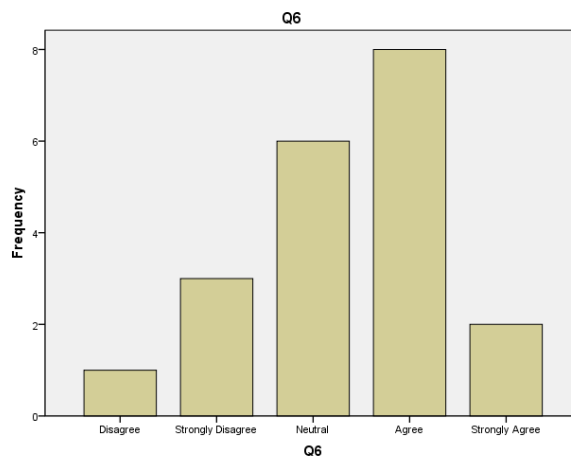Chart 3.4 I can identify main idea easily when reading

As well-showcased in chart 3.4, it could be clearly said that 1 (5%) participant chose strongly agree, 11 (55%) participants chose agree, 6 (30%) participants chose neutral, 1 (5%) participant chose strongly disagree, and 1 (5%) chose disagree. Afterwards, the mean score gained of Q4 was 3.50 and the standard deviation was .889. Therefore, it could be accordingly claimed that 12 (60%) participants responded positively that they could identify main idea easily when reading.
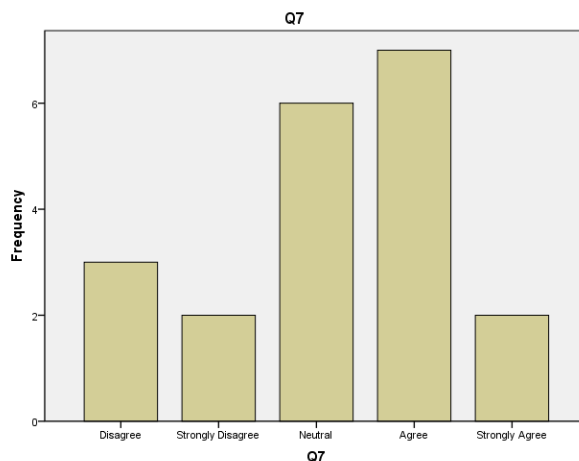
Chart 3.5 I get many vocabularies after reading

As clearly viewed in bar chart 3.5, it could be further stated that 4 (20%) participants chose strongly agree, 7 (35%) participants chose agree that they got many vocabularies after reading. 3 (15%) chose neutral, 3 (15%) chose strongly disagree, and 3 (15%) chose disagree. Besides, the mean score gained of Q5 was 3.30 and the standard deviation was 1.380. In brief, it could be properly pointed out that 11 (55%) participants responded positively that they obtained many vocabularies after reading.

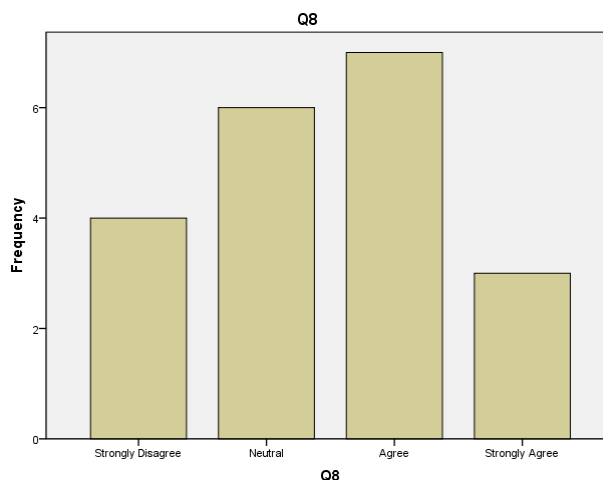Chart 3.6 I can guess words meaning contextually

As well-presented in bar chart 3.6, it could be then properly uttered that 2 (10%) participants chose strongly agree, 8 (40%) participants chose agree that they could guess words meaning contextually. 6 (30%) participant chose neutral, 3 (15%) participants chose strongly disagree, and 1 (5%) participant chose disagree. In addition, the mean score gained of Q6 was 3.35 and the standard deviation was 1.040. In concluding, it could be well-interpreted that 11 (55%) participants were able to guess words meaning contextually.

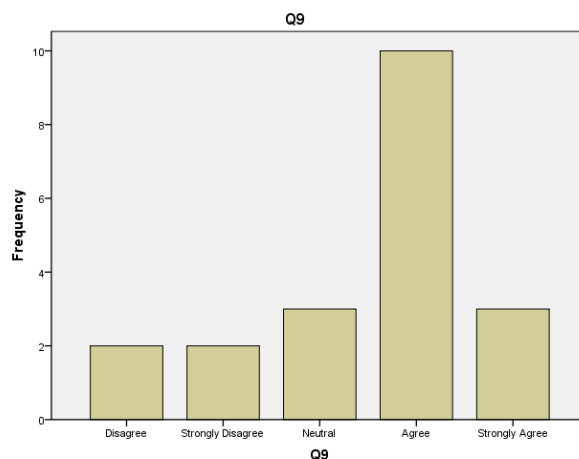Chart 3.7 I can locate specific information correctly

As shown in bar chart 3.7, it could be well-seen that 2 (10%) participants chose strongly agree, 7 (35%) participants chose agree that they could locate specific information correctly. 6 (30%) participants chose neutral, 2 (10%) participants chose strongly disagree, 3 (15%) participants chose disagree. Apart from that, the mean score gained of Q7 was .3.15 and the mean standard gained was 1.226. In conclusion, it could be further claimed that 9 (45%) participants were able to locate specific information in a correct way.
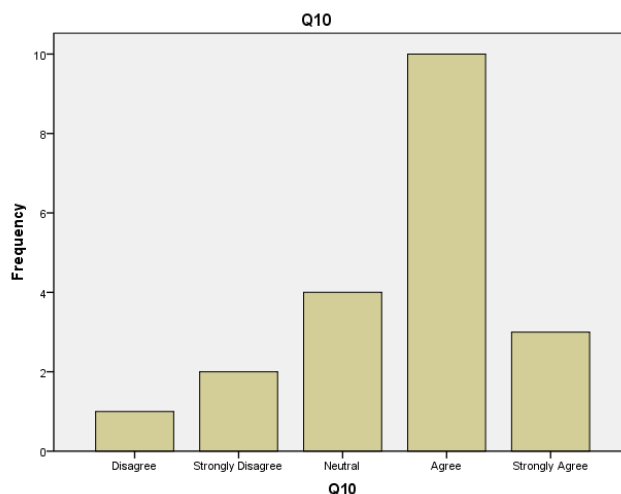
Chart 3.8: I can identify reference in text

As drawn in bar chart 3.8, it could be then noted that 3 (15%) participants chose strongly agree, 7 (35%) participants chose agree that they could identify reference in text. 6 (30%) participants chose neutral, 4 (20%) chose strongly disagree. On the other side, the mean score gained of Q8 was 3.45 and the standard deviation gained was .999. Thus, it could be further concluded that 10 (50%) participants were able to identify references in reading text they read.

Chart 3.9 I can identify implied meaning from reading passage

As accordingly described in bar chart 3.9, it could be further said that 3 (15%) participants chose strongly agree, 10 (50%) participants chose agree that they could identify implied meaning for reading passage. 3 (15%) participants chose neutral, 2 (10%) participants chose strongly disagree, and 2 (10%) chose disagree. Beside that, the mean score of Q9 was 3.50 and the standard deviation was 1.192. Therefore, it could be further revealed that 13 (65%) participants were able to identify implied meaning form English reading passage.

Chart 3.10 I can identify explicit meaning when reading

As displayed in bar chart 3.10, it could be revealed that 3 (15%) participants chose strongly agree, 10 (50%) participants chose agree that they could identify explicit meaning when reading. 4 (20%) participants chose neutral, 2 (10%) participants chose strongly disagree, 1 (5%) participant. Additionally, the mean score of Q10 was 3.60 and the standard deviation was 1.046. Thus, it could be well-stated that 13 (65%) participants were able to identify explicit meaning when reading non fiction English text.

Discussion

After getting the data with a close- ended questionnaire and analyzing them in the form of descriptive analysis which mainly concerned on the frequency, percentage, mean score, standard deviation, and bar chart presentation, the researcher then discuss the results of likert scale analysis with bar chart display. The results of research revealed that there were 11 (55%) participants responded positively that they like learning English reading with non fiction English text. 13 (65%) participants responded positively that they were highly motivated in English reading class.

There were 10 (50%) participants responded positively that they knew types of non fiction English text. 12 (60%) participants responded positively that they could identify main idea easily when reading. 11 (55%) participants responded positively that they obtained many vocabularies after reading. 11 (55%) participants were able to guess words meaning contextually. 9 (45%) participants were able to locate specific information in a correct way. 10 (50%) participants were able to identify references in reading text they read. 13 (65%) participants were able to identify implied meaning form English reading passage. 13 (65%) participants were able to identify explicit meaning when reading non fiction English text. On the basis of the findings and description above, mostly the participants had positive responses (strongly agree and agree) due to the use of non fiction English text in English reading instruction.

On one hand, there were some participants chose neutral, disagree, and agree. Thus, it could be concluded that the there was positive perception on the participants' reading comprehension with integration of non fiction English text in English reading class. In association with the research findings above, it could be then interpreted that integration of non fiction English text in English reading class foster the participants' learning interest. Apart from that, learning motivation and knowledge of types of text particularly on non fiction text were enhanced.

This is in line with (Day et al., 1998)of which stated that students who engage in extensive reading become more motivated, interested, and willing to read English-language texts. Beside that, the finding confirms the findings of a prior study (Diptoadi, 2019) which found that extensive reading increases students' interest in reading while also improving their reading abilities. It is evident that after enrolling in the extensive reading course, seventy-five percent of students were motivated to read extensively, fifty-eight percent of students were able to improve their comprehension of what they were reading, and sixteen percent were able to increase their reading speed. Also, the aspects of reading comprehension such as identifying main idea, vocabulary, understanding words meaning, locating specific information, identifying references, implicit as well as explicit meaning in English reading passage, were positively developed. This is in line with the research done by (Flowers & Flowers, 2009), they mentioned that reading nonfiction expands students' academic vocabulary, introduces them to topics and questions from the real world, and promotes cross-curricular learning. In addition, extensive reading can enhance students' vocabulary acquisition, as (Suk, 2017) notes. According to this investigation, 75% of students reported that extensive reading helped them learn a lot of new vocabulary. Apart from that, reading extensively increases learners' chances to acquire new vocabulary because it allows for multiple encounters. This, in turn, improves reading comprehension and fluency (G. Jacobs & Farrell, 2012).

4. CONCLUSION

Pertaining to the findings of the inquiry and thorough discussion above, it could be further concluded that the EFL learners' had positive responses on English reading instruction with non fiction English text. Additionally, some pedagogical implication were pointed to English teachers who gave English reading instruction to utilize various English reading texts. For students, it was strongly recommended to explore their English reading knowledge in order that they could have better English reading skill. In addition, it is also strongly recommended for stakeholder to include instructional technique and learning materials in the integrative curriculum. For other researchers, they could undergo similar inquiry by adding another research variables. Besides, they

could add more question items in designing the questionnaire or if necessary they could also prepare open-ended questionnaire and make an interview in order to gain deeper analysis and more insightful findings.

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