Building a Literacy Culture for English Department Student through Extensive Reading Program

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Abstract	Article Info
Extensive reading has many benefits to increase students' literacy skills and increase their ability to acquire foreign languages. Because in Extensive Reading, students have many choices of material and the type of reading they want. They also have more time compared to intensive reading. In addition, several studies have concluded that extensive reading can improve foreign language acquisition abilities. Therefore, this community service aims at improving students' English literacy by conducting a program namely extensive reading program. This activity uses the Participatory Action Research (PAR) method, especially focusing on problem solving (problem solving) and participation (participatory). While the strategy used in conducting this program is to mobilize human resources and student potential, in this case the empowerment team is the driving force in building student awareness of the importance of reading. Therefore, the type of activity that will be carried out is Focus Group Discussion. Community service partners in this extensive reading program are students of Tadris English, Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. At this early stage, this activity is specifically aimed at students who are actively involved in the management of the English Student Association or ESA. Finally, this program was run very well and improve students' English productive skill and English literacy among the students, and easy searching some source reference at library online.	

INTRODUCTION

The era of the implementation of the ASEAN Economic Community (AEC) and free trade, requires competent and competitive quality human resources. The world of higher education must really prepare the skills and knowledge of its graduates and have good communication skills, in order to be able to compete and take advantage of opportunities for the welfare and progress of the Indonesian nation. In the world of Indonesian national education, various efforts have been made in preparation to face this global competition, especially to produce graduates who are able to compete, both to continue to higher education levels and in the world of work. The governments of Southeast Asian countries have a consensus to create a free market called the ASEAN Economic Community (AEC). This requires every member of the community to be professional. Therefore, Indonesia as one of the countries in Southeast Asia must be

able to use English to communicate with people from various countries and because English is taught in schools, every student is required to master the four English skills which include reading, listening, writing. and speak up in order to survive in this global era (Ayu, 2020).

English has become the *Lingua Franca* in the AEC era. This means that English has become the agreed language in communicating in this free market (Syafitri, 2019). The importance of English language proficiency By mastering English, it is hoped that the Indonesian people will have bargaining power greater English is an international language that serves as a communication tool for people around the world. The ability to communicate in English can be used in various aspects of life such as in economic, social, cultural, educational, legal, and other aspects (Nurcahyo et al., 2018). Thus, the competitive capital for mastering technology without the boundaries of space and time is the ability to communicate in written and spoken English that can be used in the economic, social, cultural, educational and political sectors. because English will bridge Indonesian entrepreneurs with entrepreneurs in the ASEAN region in cooperating in trade (Syafitri, 2019).

One way to achieve English language skills is to cultivate an English literacy culture. Literacy itself comes from the word *literate* with the meaning of *literacy* , however, it can also be interpreted as being able to read and write. However, along with the development of science and knowledge, literacy is interpreted as understanding various texts that will help understand life (Oktarina, 2018; Delfi, 2013; Saadati & Sadli, 2019). Furthermore, literacy includes the ability to read, understand, and critically appreciate various forms of communication including spoken language, printed texts, and digital media. literacy has a broader understanding of skills, including speaking and listening, as well as communication that uses not only traditional writing or print but also digital media (Ayu, 2020). In addition, literacy can be interpreted as a tool to sort out useful information. Information will be filtered with the aim of being efficient in various aspects during the information search process (Lifia Yola Putri Febrianti and Oviolanda Irianto, 2017).

Therefore, a person has good literacy skills if he is able to understand and convey various information both verbally and in writing in a good and acceptable manner. Furthermore, these abilities can be acquired through reading comprehension activities. Thus, reading is the most important and inseparable part of literacy activities. In addition, in acquiring a foreign language, reading with comprehension is also very effective. One of these activities is *extensive reading. Extensive reading* is an approach to language teaching in which students read a lot of easy material in a new language. They choose their own reading material and read it independently. They read for public, overall meaning, and they read for information and pleasure. They are encouraged to stop reading if the material is uninteresting or too difficult. They are also encouraged to expand their reading comfort zone – various materials that can be read easily and confidently (Hidayat & Rohati, 2020).

Therefore, extensive reading has many benefits to increase students' literacy skills and increase their ability to acquire foreign languages. Because in *Extensive Reading*, students have many choices of material and the type of reading they want. They also have more time compared to intensive reading (Wahyuningsih, 2021). In addition, several studies have concluded that *extensive reading* can improve foreign language acquisition abilities (Horst, 2005).

However, in terms of literacy, especially people's reading interest, Indonesia is a country that is categorized as having a population with low reading interest, which is

ranked 60 out of 61 countries. This categorization is the result of research from Central Connecticut State University (CCSU) which compiled a literacy ranking entitled "World's Most Literate Nations" which was announced in March 2016 (Ibda, 2018; Mulyanti & Hakim, 2021). UNESCO noted that in 2012 the index of reading interest in Indonesia only reached 0.001, meaning that in 1000 people there is only one person who reads. although there may be a lack of interest in reading activities not only because of minimal interest in reading but also because the availability of books that can stimulate them to read is indeed lacking (Nafisa, 2016). More specifically, at the elementary school to college level, reading is still relatively low. This is evident from the Progress in International Reading Literacy Study (PIRLS) research in 2006 which showed that Indonesian children's interest in reading was in the 36th position of the 40 countries sampled (Syarif & Elihami, 2020).

The ability of traditional English students in understanding and conveying information using English is still very lacking. Therefore, through this extensive reading , students are expected to be able to get space, time and sources so that they can improve their English literacy skills. In addition, this is also expected to increase literacy culture, especially reading interest in IAIMNU Metro Lampung English Study Program. Because, one strategy to form a language literacy culture is to condition oneself in an environment in an atmosphere of language literacy being studied (Delfi, 2013).

METHOD

The implementation of the extensive reading program involved students of English Department. The method uses Participation Action Research (PAR) as an alternative research method in empowerment studies and actions Public. Action research is based on the assumption that research should linked to a change agenda in society (Ottosson, 2003). The social change in question is how in the empowerment process can realize three benchmarks, namely the existence of commitment, together with the community, the existence of local leaders in the community and the existence of institutions in a society that is built on needs (McIntyre, 2007).

In conducting community service, the facilitator with multi stake holder (lecturer, chief of institution) done some programs in giving assistance of students at English study program of Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. In participation of research, the facilitator solve their problem thorough providing counseling and assistance of demonstrations as well as searching and maximizing the library online as the source of extensive reading. There are 50 participants of this community. There are two procedure in implementing this program, the first implementation extensive reading and the second evaluation program.

RESULT AND DISCUSSION
Implementation of Extensive Reading

Phase The mentoring implementation phase was conducted on October 2021 until May 2022 located at the Multipurpose Building of Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. Writing literacy is done by students of Tadris English Institut Agama Islam Ma'arif NU (IAIMNU) Metro Lampung. The implementation begins with an opening and remarks from the facilitator. Furthermore, the activity was carried out by presenting material related to writing scientific papers and using online libraries as the sources of extensive reading, as a means to improve student literacy. The

presentation of the material lasted for 2 hours and was carried out in full by the presenters.

Figure 1 Extensive Reading Program to build Literacy Culture

Some of the speakers presented were Mai Zuniati and Suhono, who have expertise in the use of literacy. After the implementation of the presentation of the material followed by a question-and-answer session by the training participants (students) things they did not understand proposing. The systematics of writing and the method of publication were discussed by the presenters and participants. Furthermore, tutorials on the use of online libraries were carried out with various sites such as the national library, digilib, repository, Google Scholar, and the introduction of several national and international indexing institutions as a reference in finding credible reference sources. This activity was conveyed by Suhono, M.Pd and Mai Zuniati M.Pd. The presenter also gave

an example of how to publish a scientific article in a relevant scientific journal. And some introduction to methodological approaches. After the activity took place, the presenters together with the participants reflected together by providing a review of the presentation of the material that had been delivered. Mentoring takes place enthusiastically and successfully so that students are able to develop prototypes of articles obtained through credible reading sources and references from digilib, repository, google schoolar or other credible publishing institutions.

Evaluation Program

This evaluation phase is also carried out through an interview process to students and several lecturers regarding the obstacles and suggestions for implementing Building a Literacy Culture mentoring through extensive reading, in which the reading sources come from credible online library sources. In addition, the facilitator also provides questionnaires to students and lecturers regarding suggestions and input on the implementation of the training, so that it can be improved for the next training.

This mentoring activity is a series of lecturer service activities in collaboration with students at the Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung. The purpose of this training is to improve student competence in managing active learning,

cultivating the literacy movement in schools, and developing critical thinking skills in students. The condition of reading interest in Indonesian society is still relatively low. The solution offered is through training in the development of a literacy culture for teachers. The culture of reading and writing literacy is able to develop teacher creativity in creating learning innovations that are able to overcome problems in the class.

Literacy is simply defined as literacy. In its development, literacy is not only identified with abilities, but also in other aspects such as the ability to select and sort information, communicate, and socialize in society. Currently, the government is aggressively promoting literacy culture in schools, one of which is writing and reading literacy. Reading is a process of receiving information and knowledge that is used for a better life. An extensive cultural program for reading is one of the answers to overcome low literacy skills. Good library services have been proven to be able to increase reading interest for students

For a literacy lecturer, this is important to do, so that students can think critically and creatively. Critical and creative are one of the main competencies to survive in the 21st century. Through literacy, students can create learning innovations based on what has been written as an effort to improve learning in the classroom. The ability to read early as part of literacy also determines reading ability. Therefore, lecturers should also write so that they can provide their knowledge more optimally.

One of the professional abilities that students should have is writing scientific papers. The results of the identification of student difficulty factors can be overcome through this training. students were very enthusiastic about asking several questions related to the material, so that the training process was very effective. The training did not stop on the same day, the presenters also carried out a mentoring process so that students were able to understand the research framework and look for credible reference sources such as google scholar, digilib, repository, etc.

CONCLUSION

The students were very enthusiastic about asking several questions related to the material, so that the training process was very effective. The training did not stop on the same day, the presenters also carried out a mentoring process so that students were able to understand the research framework and look for credible reference sources such as google scholar, digilib, repository, etc

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