THE TEACHING OF EFL READING
IN THE INDONESIAN CONTEXT:
THE STATE OF THE ART

Bambang Yudi Cahyono
Universitas Negeri Malang, Malang

Utami Widiati
Universitas Negeri Malang, Malang

Abstract: Skills in reading (and learning information from) texts written in English as a foreign language (EFL reading) constitute an important element of the establishment of English curriculum of secondary and tertiary schools (both English and non-English departments) in Indonesia. The need of the learners to be skilled in reading to learn has inspired EFL reading teachers or specialists to apply some techniques in the teaching of EFL reading and to investigate the effects of the techniques on improving Indonesian students' reading skills, as well as to examine various related aspects such as reading materials, reading strategies, and factors affecting reading comprehension. Our purpose in writing this article is to review recent development in the EFL reading pedagogy and research in Indonesia and to view it from the broader perspective on the theories of reading process and ESL/EFL reading instruction. Drawing on the results of this analysis, we will outline the current trends and recommend future direction in the EFL reading pedagogy and research in this country.

Key words: EFL reading in Indonesia, reading skills, reading process, reading instruction, schema theory, text structure theory, metacognitive theory, intensive reading, extensive reading.

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort

made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text (Williams, 1998). The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Thus, the term 'reading' in this article refers to the nature of reading in this sense, not to the initial reading.

This article aims to discuss EFL reading in the Indonesian context within the broader perspective on the pedagogy of reading in English as a second/foreign language (ESL/EFL). To achieve this aim, it firstly describes the development of the methodology of reading instruction and relates it to the development of the theories of reading process. Secondly, in light of the development of theories underlying reading process and reading instruction, this article highlights recent development of practice and research in the teaching of EFL reading in Indonesia. Finally, drawing on the current situation of EFL reading both in the broader context and more specifically in the Indonesian context, this article outlines the trends and recommends future direction of EFL reading pedagogy and research in the Indonesian context.

ESL/EFL READING AND LANGUAGE TEACHING METHODO-LOGY

Interest in the pedagogy of ESL/EFL reading began along with the emergence of the widely-recognized as the first language teaching method, i.e., the Grammar Translation Method (GTM), also called the "reading approach". In the perspective of this method, reading texts in the target language was the central activity in language teaching. However, the emphasis of teaching was on word knowledge, that is, matching words in the foreign language text with meanings in the student's native tongue (Dubin & Bycina, 1991). Little attention was given to the process of arriving at an understanding of longer texts. Additionally, the spoken characteristics and communicative purposes of language were overlooked, causing the approach to be thoroughly rejected.

With the introduction of the Audio-Lingual Method (ALM) in the 1940s and 1950s, more attention was given to matters of pronunciation. Basically, what mattered in language was speech, implying that language skills given more

emphasis in the earlier teaching methodology (i.e., reading and writing) were of secondary concern. The principle upheld by structural linguists such as Charles Carpenter Fries that "language is speech" led to the conviction that reading instruction should proceed only after the students develop speaking skills. To this aim, a considerable length of time was spent by the teacher to provide oral learning before the students were allowed to see a reading text (Rivers, 1970: 216). Thus, in the view of the ALM, reading instruction is aimed at developing and strengthening the students' speaking skills (Lado, 1961: 223).

While some teachers continued to teach reading by applying teaching techniques suggested by the ALM, some others found that these techniques could not fulfil the demand that students need to comprehend messages conveyed by reading texts. This demand has led to the new trend which elevated the teaching of ESL/EFL reading in its primacy for some reasons. First, there was a need to enable students to learn academic subjects through reading textbooks and similar materials. Numerous surveys indicated that an ability to comprehend written texts is a basic requirement for academic success (Lynch & Hudson, 1991), making reading as one of the most important goals in ESL/EFL learning. Second, written texts offer various pedagogical purposes such as enhancing language acquisition process, providing good models for writing, and providing opportunities to introduce new topics, to stimulate discussion, and to study the language (Richards & Renandya, 2002). Whilst the ALM could not be expected to support the need of reading for academic purposes, the new trend in reading instruction did not yet gain theoretical support, causing a vacuum in the theory of reading.

The decline of the influence of the ALM in reading instruction is then followed by the formulation of a new concept of reading. The emergence of the new concept of reading was triggered by Goodman's (1967) article "Reading: A psycholinguistic guessing game". The new paradigm of reading was inspired by insights derived from linguistic theory proposed by Noam Chomsky (Silberstein, 1987) and cognitive psychology which focuses on knowledge and how it is processed (Klatzky, 1980). This psycholinguistic view of reading, later popular as the "top-down model of reading process" which signifies the role of the reader in reading, is discussed further in the following section.

MODELS OF THE PROCESS OF READING

In the context of ESL/EFL reading, three models of reading are widely known: the bottom-up model, the top-down model, and the interactive model (Silberstein, 1987). According to the bottom-up model, reading is a process of manipulating phoneme-grapheme relationships as described by a structural linguist Leonard Bloomfield (Dubin & Bycina, 1991). An aspect of this view, which was popular under the ALM, was that reading is a passive activity, with writing as the active counterpart. The bottom-up model of reading, basically, fostered practices in reading instruction which built up learners' decoding abilities from the bottom up, starting with the smallest units, single letters, "letters blends", and building up to words and phrases. With the emergence of the more recent model, that is, the top-down model, this model of reading which viewed that reading takes place by matching sounds and letters became outdated.

The top-down model views reading as a process of reconstructing meaning, and it stresses comprehension of units of meaning larger than words and phrases. The proponents of this model include Kenneth Goodman and Frank Smith (Dubin & Bycina, 1991). This model, also known as the psycholinguistic model, revised the old arguments about the role of reader. According to the ALM, when reading the reader is working in word-by-word fashion, leaving him/her as a passive message decoder. Conversely, the psycholinguistic model views readers as quite active because they make plan and decision, and coordinate a number of skills and strategies to facilitate comprehension. The new model also advocates the notion that reading is only incidentally visual (Kolers, 1972). In the ESL/EFL teaching context, the application of this theory is evident in the adoption of instructional strategies stressing the active role of learners as readers. Examples of these activities include guessing the meaning of words from the context, previewing an article before reading it in order to have an overall view of this article, and actively engaging in predicting what the author might say next. In such a process, the reader uses his/her knowledge of vocabularies, sentences, discourses, and knowledge of the world.

The alternative model, called the interactive model of the process of reading, puts together the earlier two models of reading, the bottom-up and the top-down. According to this model, reading involves the interplay of all meaning-gathering activities. This interactive theory acknowledges the role of previous knowledge and prediction, but, at the same time, reaffirms the importance of rapid and accurate process of the actual words of the text (Carrell, Devine, &

Eskey, 1988; Dubin & Bycina, 1991). Clarifying the nature of the interaction, Harmer (2001: 201) states, "Sometimes, it is the individual details that help us understand the whole; sometimes it is our overview that allows us to process the details". Carrell and Eisterhold (1988) highlighted the important roles of both the reader and the text in facilitating the process of reading and understanding.

In a nutshell, the theories of the reading process have helped us in understanding how messages in a reading text can be comprehended by the readers. The theories of the reading process outlined above also contribute to the understanding of how reading should be taught, an issue which is discussed in the following section.

THEORIES UNDERLYING READING INSTRUCTION

The text, the reader, and the interaction of the text and the reader, which make up the three reading models, have offered insights in how reading should be taught. The importance of the text in facilitating reading signifies the importance of the *text structure theory*. The role of the reader's prior knowledge in understanding messages in a reading text is the emphasis of the *schema theory*. The interaction of the reader and the text has been the focus of the *metacognitive theory*. According to Mealey and Nist (1989), these theories constitute the most prevalent theories underlying reading instruction. The three theories are explained below.

The Text Structure Theory

According to the theory of text structure, a text has a structure. Meyer (1975) stated that the structure of a text resembles a tree structure, where the more general information subsumes the more specific information in the text. Accordingly, the location of information in a text structure relates to the level of ease in remembering the information. Information which is more general (which is located in the upper level of the structure) is remembered more easily than the more specific information (which is located in the lower level of the structure). Supporting how the text structure theory works, Goodman (1967) argues that, when reading, a reader tends to select information which is more general than the more specific one. This is because a better understanding of the main idea will lead to the easier understanding of the peripheral ideas in the text.

Research has shown that reading instruction which is based on various as-

pects of text structure is effective in improving students' reading comprehension in second language. For example, Carrell (1985) found that explicit teaching of the information at the upper-level of text structure significantly increases the information that could be retained by second language students. Mickulecky, Clark, and Adam's (1989) research demonstrated that the teaching of concept mapping (i.e. a diagram showing a relation of general information and its detailed information) helped students identify key ideas in a text which, in turn, facilitates them in comprehending information in social and exact science textbooks.

The Schema Theory

Understanding a piece of discourse involves much more than just knowing the language (Harmer, 2001). A potential reader comes to read a text with something in his/her mind or memory, which is called "schema", which means "pre-existent knowledge of the world" (Cook, 1989 cited in Harmer, 2001: 199). According to Rumelhart (1980; 1984), a schema refers to a structure of data which represents generic concepts stored in memory. A schema contains interrelated concepts which are stored in a hierarchy, where the more general concepts subsume the more specific ones. The concepts could be in the forms of objects, situations, sequence of events, actions, and sequences of actions. In other words, a schema represents a pre-existing structure in the reader's mind which organizes his/her knowledge of the world (Silberstein, 1987). In the process of comprehension, schemata construct an interpretation of concepts in the text someone is reading (Rumelhart, 1984). Carrell (1988) argues that there are three kinds of schemata: linguistic schemata (i.e., prior linguistic knowledge), content schemata (i.e., prior background knowledge), and formal schemata (i.e., knowledge of text structure).

In the area of reading instruction, schema theory, which studies background knowledge that facilitates text comprehension, has a great number of supports. For example, Aron (1986) found that both native and non-native readers were likely to bring similar prior knowledge when reading a text with a universal theme. However, they showed differing degrees of previously-acquired knowledge when reading a text of a culturally-bound theme. Melendez and Pritchard's (1985) study showed that the provision of hints to activate students' schemata helped increase reading comprehension. Mickulecky, et al. (1989) emphasized that one of the weaknesses that less competent readers have is the absence of

relevant knowledge structures, or schemata, that can be utilized to facilitate top-down processing.

The Metacognitive Theory

The term *metacognition* refers to "knowledge about or regulation of cognition (planning, monitoring, and evaluating)" (Chaudron, 1988: 113), or "thinking about one's own thinking" (Carnine, Silbert, & Kameenui, 1990: 383). Carnine, et al. (1990) also stated that metacognition concerns learners' knowledge of and use of their own cognitive resources, which involve behaviors such as predicting, self-questioning, paraphrasing, summarizing, rereading to clarify meaning, and retelling. Thus, metacognitive theory deals with activities in pre-reading, whilst reading, and post-reading stages which should undergo during independent reading or in reading instruction in order to facilitate comprehension and learning. According to Wade and Reynolds (1989), developing meta-cognitive awareness is an essential part of effective reading strategy instruction. Accordingly, effective and efficient readers are those who not only know what to read in order to comprehend a text, but also know how best to approach the text before, during, and after reading it.

In a study comparing the ways skilled and unskilled readers search for the main ideas of a text, Jacobowitz (1990) found that skilled readers use metacognitive strategies in identifying and understanding main ideas. Unlike the unskilled readers who try to find the main ideas in the text, the skilled readers construct them. Furthermore, the unskilled readers rely much on topic sentences. On the other hand, the skilled readers ask questions before, during, and after reading, and they apply some strategies such as prereading, activating prior knowledge and predicting what the content and who the author is. With regard to the use of the metacognitive theory, Mickulecky, et al. (1989) argue that reading instruction could be facilitated through various ways, such as providing advance organizer (i.e., to activate the students' background knowledge) before reading, giving examples and more practice when reading, and providing feedback to students for the activities conducted in the pre-reading and whilst reading. Carrell and Eisterhold (1988: 88) suggested that teachers make use of the integration of the models of the reading process in EFL/ESL reading instruction. They state:

In achieving our immediate goals in the EFL/ESL reading classroom, we must strive for an optimum balance between the background knowledge presupposed by the texts our students read and the background knowledge our students possess. As we have shown by means of the foregoing classroom activities and techniques, this balance may be achieved by manipulating either the text and/or the reader variable.

In sum, the text structure, schema, and metacognitive theories have provided us with a better understanding of how reading instruction should be based and done. These theories, which have been empirically supported, will be used as a guide in analyzing the teaching of and research on EFL reading in the Indonesian context. However, before discussing the EFL reading instruction and research in this country, the following section presents a view of how an EFL reading instruction should be approached in more details.

PEDAGOGICAL ACTIVITIES IN EFL READING INSTRUCTION

In their work addressing how information text reading activities are conducted, Moorman and Blanton (1990) provided a conceptual framework based on three perspectives on reading activities which include independent student, instructional phase, and cognitive processing activities. In this section, Moorman and Blanton's conceptual framework for information text reading activity is adapted, leaving the cognitive processing activity for practical consideration, and presented in Figure 1.

As shown in the figure, reading activities can be viewed from the perspective of the student (learning) and that of the teacher (instruction). The two perspectives on reading are based on the conviction that reading activities can be divided into three phases: prereading, during-reading, and postreading. Accordingly, student independent learning starts from planning, then monitoring whilst reading, and the evaluating activity concludes the learning process.

The model of independent and instructional learning activities is supported by the schema and metacognitive theories of reading. The model implies the need for practice in both in bottom-up and top-down strategies, more particularly when reading instruction involves ESL/EFL learners. This is because, according to Dubin and Bycina (1991), ESL/EFL learners often fail to comprehend written materials as they rely on bottom-up processing and do not take advantage of previous knowledge and prediction; or, as they seem to employ just

the opposite strategy, that is, relying on their previous knowledge and neglecting cues from the written text. Thus, combination of these two-way strategies is needed because "overreliance on either type of processing to the neglect of the other is bound to cause difficulties" (Dubin & Bycina, 1991: 198) in reading comprehension.
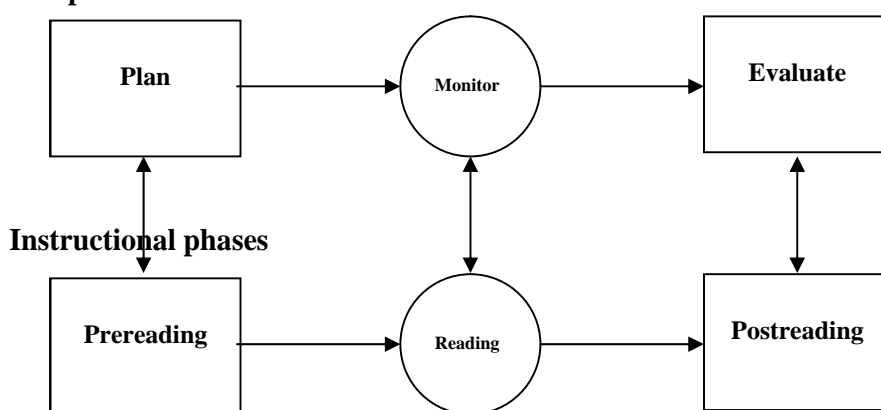
Independent student

Figure 1. Independent and Instructional Reading Activities
Adapted from Moorman & Blanton's (1990: 175)
conceptual framework for information text reading activity

When teaching ESL/EFL reading, combining approaches to reading is recommended to those working with learners of any level, varying from beginning, intermediate, to advanced level. ESL/EFL reading teachers should not overlook the need for students to work on language, but at the same time the language should not overshadow reading. They should also attempt to train students to become efficient, effective, and independent readers. These efforts can be conducted through various activities such as by combining identification exercises and speed reading component, or by asking learners to browse subheadings and reading for the main ideas. On the other hand, ESL/EFL teachers should avoid simply asking the learners to answer the questions following a reading text for some reasons. First, merely assigning the students a text and requiring them to answer a series of comprehension questions when they are finished is like a test-

ing rather than a teaching strategy (Dubin & Bycina, 1991). Secondly, such an approach does nothing to provide learners with the skills and strategies needed to become strategic readers in particular, as well as strategic learners in general.

Current approaches to reading instruction usually divide a reading lesson into three parts. It starts from prereading activities (made congruent with the student planning), during-reading activities (which conform to the student monitoring), and ends with postreading activities (tailored to the student evaluating activities). Drawing on this model, teacher instructional activities conform to student independent learning activities. Each of the instructional stages has its own particular aims and procedures.

In the prereading stage, it is important to establish purpose before reading as prereding activities aim to make the learners ready to read. In addition, instruction should involve significant variables within the text that can support comprehension such as vocabularies and how information is organized in the text. A survey of the content of the text may also be included in the prereading stage. In the during reading stage, learners should be helped integrate new information with their existing knowledge and apply it to new situations. Thus, the teacher should help students read effectively by involving them in an active participation. The learners may also be asked to read independently using a specified learning strategy such as reading for significant facts or reading for details. In the postreading stage, teachers should provide students with opportunities to synthesize essential information from the text in order to gain an overall understanding of what they have read.

To conclude this section, as the figure suggests, both learners and teachers should embrace the schema and metacognitive theories of reading to cope with the language skills while also focusing on the development of reading skills. They should develop reading instructional activities which accommodate the learners' activities when reading independently. Reading instruction which is framed within the three-staged reading activities will help learners to become strategic learners, that is, learners who are actively involved in the learning process ("Secondary perspective", 1990). Before reading, they activate their prior knowledge and set reading purposes. They integrate new information from the text with their prior knowledge during reading. Then after reading is over they synthesize the essential information and store it in order to be able to apply it in new situations.

EFL READING PRACTICE IN THE INDONESIAN CONTEXT

Under the present system of education, the teaching of English in junior and senior secondary schools in Indonesia seems to constitute one stage of instruction; meanwhile, English instruction in the primary school is not seen as part of the overall plan of the instruction, and that at university level is outside the whole system (Huda, 1999). In the history of the English instruction in the Indonesian secondary school system, skills in reading texts written in English have been considered very important. For example, prior to the implementation of the 2004 English curriculum, the objective of teaching was the development of communicative ability in English embracing four language skills, with reading skill being given a first priority. The 2004 English curriculum places reading equal to other English language skills, that is, listening, speaking, and writing. According to the 2004 English curriculum, the objectives of English instruction at the two levels of secondary school (junior and senior high) are as follows (Translated from Depdiknas, 2004: 9 and Depdiknas, 2003: 7, originally written in slightly different Indonesian wordings):

- "Developing communicative competence in spoken and written English language which comprises listening, speaking, reading, and writing".
- "Raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning".
- Developing understanding of the interrelation of language and culture, as well as cross-cultural understanding".

Similarly, Renandya (2004: 124) indicates that English instruction in the school system in Indonesia aims to "provide sufficiently well-developed reading skills among Indonesians to read science-related texts written in English." As clearly stated in the English curriculum, other language skills are not neglected. However, as Renandya (2004: 124) argues, "reading ability has always been the primary objective of English instruction".

The teaching of English at tertiary institutions is different from that at secondary schools in many respects: status, number of hours, instructional objective, method of teaching, and teaching materials. Most universities requiring their students to take formal English courses focus on developing students' English proficiency to read textbooks to support their study program. For example, at Muhammadiyah University of Malang, non English department students are

required to take English subjects the contents of which are suited with their fields of study. This is achieved by the production of English textbooks specifically directed to the students of the faculties available in the universities such as *English for Law* (Toha, As'ari, Sutirto, & Subkhi, 1997), *English for Psychology 2* (Wicaksono, Muttaqin, & Taufiq, 1997) and *English for Social and Political Sciences* (Anwar, Ridwan, Budianto, & Hafifi, 1997).

For the English department students, reading is commonly given in a series of reading comprehension (RC) courses which are aimed to develop the students reading proficiency in English. For example, at the English department of the State University of Malang, students are required to take RC I to RC IV with different emphasis in terms of readibility (varying from 5000, 6000, 7000 word level or more), comprehension level (e.g., literal, inferential and critical), and text types (e.g., narrative, descriptive, and argumentative) (Widayati & Anugerahwati, 2005: 17-18).

Having a status as a local content in the curriculum, English in primary schools is targeted toward the development of ability to understand simple oral and written English discourse. As Huda (1999) suggests, the main issue is that young children like learning a foreign language in an informal way.

The above review of EFL reading practice in Indonesia suggests that reading instruction has been mainly focused on intensive reading, that is, "close and careful reading" (Williams, 1998: 334), which tends to be "concentrated, less relaxed, and often dedicated to … the achievement of a study goal" (Harmer, 2001: 204). This intensive reading is normally conducted in the classroom, uses a relatively short text accompanied by tasks, and is conducted with the help and/or intervention of a teacher. Such a reading practice will be unable to promote learners' language development (Davis, 1995 as cited in Harmer, 2001: 204). If students are expected to get maximum benefit from their reading, they need to be involved in both intensive and extensive reading.

Extensive reading suggests reading at length, often for pleasure and in a leisurely way. It is conducted outside the classroom such as at the self-access centre and library (that is, places where learners can get the reading materials), and at home. Learners have the freedom to start and stop reading at times they feel comfortable. In extensive reading teachers play an important role in encouraging students to choose what they want to read (Harmer, 2001). Proponents of extensive reading believe that extensive reading is effective in increasing the number of second/foreign language vocabularies or in supporting "general language improvement" (Harmer, 2001: 210).

Whilst extensive reading is not given much attention in the school system, it is usually included as one of the major subjects in some English departments. The following excerpt shows the objective of extensive reading subject in the English department of the State University of Malang:

> This course is designed to provide the students with opportunities to improve their English vocabulary and gain better insight into English culture by developing their appreciation of English literary works. [Activities include] reading, writing reports, and oral report of English literary books (novels, drama, poems). (Widayati & Anugerahwati, 2005: 19).

The extensive reading course above reflects the instructional purposes which are tailored to the curriculum of the English department. Yet, it does not lose its original function as a means of reading for enjoyment. In addition, the inclusion of activities such as writing reports and reporting orally suggests the varieties of assessment which are used to ensure that students really read the reading materials.

To summarize, the practice of EFL reading in various levels of Indonesian schools has been predominantly oriented to intensive reading. Intensive reading has been emphasized to achieve the ultimate reading purpose, that is reading for the development of knowledge and science or for mastery of the discipline within students' fields of study. On the other hand, regardless of the benefit that students can gain from extensive reading, this type of reading has not been given much attention, with the exception for students from English departments. Lack of reading materials and inavailability of ideal learning facilities such as self access centre seem to be some of the obstacles in implementing extensive reading.

It is important to point out that although practices on EFL reading in all levels of the Indonesian education reflect clarity in terms of the purposes of instruction, it is not clear whether such practices have been based on insights from the theoretical development of ESL/EFL pedagogy and results of research on the process of reading. In the following section, various aspects of EFL reading in the Indonesian context will be discussed from the research perspective.

RESEARCH ON EFL READING IN THE INDONESIAN CONTEXT

As mentioned earlier, the condition of EFL reading practice is mostly oriented to intensive reading. This is also the case with the situation of research on

EFL reading: most studies have investigated EFL intensive reading as opposed to extensive reading. This section reviews the results of research on EFL reading in the Indonesian context in order to provide a basis for the examination of the trends of future research in this area.

Although reading is considered to be an important language skill, many students are likely to be reluctant EFL readers (Kweldju, 2000) and EFL reading is commonly seen by university students as an uninteresting activity (Firmanto, 2005; Kweldju, 1996; Rukmini, 2004). In her study of English department students' interest in reading, Kweldju (1996) found that students were not interested in reading their content area textbooks although they thought such textsbooks were useful. She stated that reasons behind this lack of interest included students' limited background knowledge, inability to understand the content of the text, and complicated organizational structure of the text. Rukmini (2004) hypothesized that the reasons behind students' lack of interest in reading was students' unfamiliarity with various genres employed in reading texts. In her report of genre analysis, she found that most reading texts used in senior high schools were anecdote and descriptive texts. University students, therefore, were not prepared with texts which are more suitable with their academic purposes, such as those which contain explanation and discussion genres. In his survey on what students do and expect when reading, Firmanto (2005) found that reading was considered a boring and stressful activity because of some factors such as unsuitable texts (e.g., due to the text length or unfamiliar vocabularies), teachers' scarcity in employing pre-reading activities (e.g., explaining some difficult words or activating the students' prior knowledge), and monotonous post-reading activities (e.g., answering questions based on the texts and retelling the texts).

Convergent with the university students' low interest in EFL reading, their reading skills are not yet adequate to undergo most reading tasks, and therefore their reading skills need to be improved. According to Tupan (2004), one way to improve reading skills is to provide students with authentic materials, especially advertisements. In her views, written advertisements "could be good reading materials to train learners to think critically to reveal the hidden message" (p. 3). She also recommended teachers use advertisements in the reading classroom through some stages, among others, discussing the claims or language styles and encouraging the learners to get the intended meaning of the advertisements. Astika (1992) stressed the essense of improving reading skills through systematic procedures of reading instruction which he called the "interactive model for

teaching reading". The instructional lesson consisted of five stages: pre-reading activity, vocabulary study, cohesive devices, reading selection, and comprehension questions. Based on Astika's belief that development of reading materials using these five stages are adaptable for both unskilled and skilled readers, this interactive model might be able to solve the problems of unsuitable texts and scarcity in using pre-reading activities as reported in Firmanto's (2005) study.

Toendan (1996) investigated the interaction effects of reading performance, text structure, and prefatory framework on reading comprehension. The results of the study significantly show the independent effects of language proficiency, text structure and prefatory framework on the comprehension of expository texts. Among the three factors facilitating comprehension, language proficiency is the most important factor, respectively followed by text structure and profatory framework. Ridwan, Moorees, & Suharna's (1996) study examined whether English textbooks have structures relevant to the need of tertiary students. They found that the structures of most expository texts in academic textbooks for tertiary students are not present in the reading texts used to teach English in tertiary education. The academic books do not have text structures which can be identified easily by learners to help them comprehend the materials better. The two research studies suggest that the structure of a text is important to enhance students comprehension of reading texts.

In a study investigating the use of metacognitive strategies as elaborated by O'Malley and Chamot (1990: 119-120) such as "advance organizer", "functional planning", and "self-monitoring", Hariyanto (1998) found that most students used metacognitive strategies. In this case, high achievers used metacognitive strategies more frequently than low achievers and students who used metacognitive strategies more appropriately were likely to show a higher level of learning achievement, compared to those who used the strategies less appropriately.

In her investigation of factors which influence EFL reading skills, Imran (2005) found that cultural background affected individual differences in reading behavior and these individual differences, in turn, affected students' EFL reading performance. In further investigation of aspects which could improve reading performance, she found EFL reading performance could be improved when opportunities were given to increase students' knowledge of subject areas and language skills as well as to increase their motivation and confidence in learning. Thus, in order to be more confident and autonomous readers, according to

Imran, EFL learners should be helped to enhance their "ability and willingness to learn" (p. 22).

Another factor which contributes to the better reading comprehension is the students' prior knowledge of materials in reading texts. Reports show that the notion of 'schema' has long been recognized by EFL reading teachers in Indonesia and been applied in some EFL reading classrooms (e.g., Diptoadi, 1992; Fahmi, 2003). According to Diptoadi (1992), students comprehension can be improved through strategies to build students' schemata. These strategies include "semantic mapping" and "experience text relationship" method. The former refers to the use of diagrams that can help students become aware of the conceptual structures of knowledge and the latter refers to a series of activities which are used to activate students' experiences and relate them to the information in the texts. Similarly, Fahmi (2003) emphasized the importance of providing EFL students with reading materials familiar with students' schemata. He also outlined some activities to activate students' prior knowledge before reading. These activities include asking the students to predict what is going to be discussed, asking the students to formulate questions before reading, and teaching students how to write summaries after reading.

The integration of EFL reading and writing in the forms of summary writing from the materials in the reading texts has been investigated in some studies (e.g., Cahyono, 1996; Marhaeni, 1998). Cahyono (1996) investigated the applicability of the Content-Based Summarizing Technique (CBST). Forty three university students were taught how to summarize reading texts in their textbooks using the CBST before data were collected from them. Using content analysis based on the number of propositions in the summaries which match the information in the text, this study found that the students have good ability in summarizing, which then indicates the applicability of the CBST in reading instruction. Inspired by the Rosenblatt's transactional theory for classroom instruction, Marhaeni (1998) included summarizing activities in her Reading Comprehension I course. The activities which were apart from the classroom reading exercises were given as home assignments. The students were assigned to read a text of their choice and to write about the text in approximately one hundred words in the form of weekly journal. Marhaeni observed that the students' written language proficiency was improving as the semester was going. She also noted that the students considered the reading-writing tasks to be an interesting activity and a good exercise for language improvement.

A study on the effect of integrating reading and writing on the students' language and reading skills was also reported by Sugiharto (2005). Sugiharto's study showed that extensive exposures to writing tasks increased scores of the students in the control group in using English in their compositions. However, additional tasks in the form of reading activities set for the experimental group of students enabled them to outperform the control group in terms of other writing components such as content, organization, vocabulary, and mechanics. Sugiharto stated that "the inclusion of reading in the composition classroom had a significant effect on the students' overall writing quality" (p. 77).

A number of reports on EFL reading have focused on the use of questions either in textbooks (e.g., Suggingwati, 2003) or in the classroom to help students better understand reading materials. Suggingwati (2003) examined the level and sequence patterns of reading comprehension questions in junior high school books entitled *Let's Learn English* (Volume 1, 2, 3). An evaluation sheet of the reading questions using Barrett's Taxonomy (see Anderson & Pearson, 1984) and the evaluation sheet of sequence patterns of reading questions were used in her study. The findings suggest that the reading questions in the books covered the three levels of reading comprehension: literal, referential, and evaluative. The reading questions were good in terms of particular sequence patterns, yet the levels of the comprehension questions do not correspond to the difficulty levels of the textbooks.

The importance of using comprehension questions in the EFL reading classroom has been emphasized to help students read and comprehend better. For example, Cahyono (1992) suggested that teachers improve their ability to ask questions of different levels (i.e., literal, referential, and evaluative) in their reading instruction. Surjosuseno (1999) recommended teachers use Bloom's Taxonomy to develop strategies in the teaching of EFL reading, especially to promote learners' critical reading. Analysis, synthesis, and evaluation levels are important for teaching critical reading, while knowledge, comprehension and application should be interpersed among the questions, activities, and evaluation tasks.

Unlike research in intensive reading which is relatively abundant, research in extensive reading is not extensively conducted. However, some important insights may be gained from studies conducted by Kweldju (1998; 2000) and Lie (1997). Kweldju (1998) proposed an extensive reading course with individualized vocabulary learning to improve students' vocabulary power. The model was based on the view that merely learning the language would not guarantee

language performance. In her proposed model, the extensive reading activity was intentionally followed by memorizing words. Consistent with the belief of the proponents of extensive reading discussed earlier, the model was found to be effective in increasing students' vocabulary; it facilitates vocabulary learning 15 times much faster than merely reading extensively.

Lie (1997) examined the use of a community journal (i.e., a version of the dialogue journal which is used as a means of communication between the teacher, the students, and among the students) to encourage students to read more extensively and to create a community of readers. As Lie advises, in the journal, "the teacher and students write about their thoughts, feelings, and ideas and respond to each other" (p. 162). Lie found that the use of a community journal enabled the students to relate information gained from literature to personal experiences. Furthermore, Lie argues that through writing a community journal, the students read not for quizzes or tests, but read for the values that they can personally get from literature. Finally, Lie stated that a community journal can be used as a means "to develop a positive reading habit and an enthusiasm for literature" (p. 169).

Kweldju (2000) reported how to make reluctant students read in a prose course. The report indicates that students were reluctant to read because of their linguistic deficiency and low interest in reading longer texts, such as a novel. Students in Kweldju's study were provided with a guideline based on cultural and gender elements in order to help them read with enjoyment and to enjoy what was worth enjoying. Although the one-semester prose course was unable to help students to fully understand and appreciate literature, it was successful in exposing them to the experience of reading interpretive fiction. More importantly, the provision of a reading guideline changed students' attitude from reluctant and indifferent fiction readers to interested ones.

In a nutshell, the results of research on extensive reading are quite interesting and encouraging. From Kweldju's (1998; 2000) studies, we learn that students could be helped to read more extensively when they are provided with vocabulary learning and a guideline of what to keep in mind regarding cultural and gender aspects contained in literature. Drawing on Lie's (1997) findings, extensive reading will even be more enjoyful when students are assigned to write a community journal to express what they have read and share it to other students and the teacher.

In general, research on EFL reading has dealt with a great number of issues, varying from students' perceptions of and interest in reading, methods and

strategies in improving reading skills, the importance of building schemata and relating information in the text and students' experiences, to the effect of the integration of reading with other language skills on EFL reading proficiency. Interestingly, most of the research studies have been based on current developments of theories in the teaching of ESL/EFL reading and models of reading. As we have been aware of reading research studies and reports outlined above, the theories of text structure, schema, and metacognition have provided frameworks for research regarding the teaching of EFL reading in Indonesia. The results of research on EFL reading in the Indonesian context could inspire practices on EFL reading which is still lacking of insights from the theoretical development of ESL/EFL pedagogy and research.

CONCLUSION

This article has reviewed the history of ESL/EFL reading methodology in brief, models of the reading process, theories underlying reading instruction, and pedagogical activities in EFL reading instruction. This review provides the basis for discussing the practice of EFL reading instruction and studies on EFL reading in the Indonesian context. As may be seen from the above review, EFL reading instruction in Indonesia has been focused mainly on intensive reading, in spite of the many benefits extensive reading could offer for the development of students' EFL vocabulary and English language in general.

The changing nature of the world requires the need to read well enough to be able to function adequately in this changing global population. It is essential then that EFL reading instructors and researchers in the Indonesian context understand the reading process and the relationship between this process and the acquisition of messages, knowledge, or information from reading texts or other written materials. They are faced with the challenge of providing effective EFL reading instruction so that learners can get access to reading in particular, and to literacy, in general, as one of the steps to become self-directed, independent learners. Thus, students need to be actively involved in reading activities that have meaning and application to the real world.

The future development of EFL reading instruction in Indonesia should be geared toward reading classrooms where learners become strategic EFL readers. Other issues that should be addressed by future research concern rationales for dealing with vocabulary in reading instruction, integrating intensive and extensive reading, and for integrating EFL reading with other language (and life)

skills which are required for survival in this country as part of the modern or global communities.

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