# DEVELOPING A BILINGUAL BOOK "PONTIANAK CITY HIGHLIGHT" FOR AN EXTENSIVE READING PROGRAM

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**Abstract:** Reading is often perceived as a key activity for helping students learn a new language, not only in the first language but also in the foreign language. Unfortunately, some surveys report that Indonesian people have a low reading habit. Thus, this research develops a reading book which is visually interesting, easy in level, and not too long. The research followed the extensive reading framework as it was said capable of maintaining student's motivation in reading. This research also adopted bilingualism principles and was packed with local-related topics such as tourism destinations in Pontianak City. ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model was chosen as the main methodology because it was believed as the most popular and has been used extensively in the R&D research. However, due to time and word count limitation, the current paper only discusses the first three steps of the ADDIE model. Results of the research confirmed earlier reports having documented the participant's low level of reading motivation. Such a claim was derived from data related to the reading duration and the quantity of books that the students read. Besides, their English competence was also lacking, so a bilingual book might be preferred. The students also revealed that they barely found an English language book containing local culture information. This information then became a starting point for the researcher in designing the reading book. The information allowed the researcher to determine the book content, the vocabulary levels, the length, and its visual appearance.

Keywords**:** Reading book; Extensive reading; bilingualism

## INTRODUCTION

Reading is often deemed as a key activity for helping students learn a new language, not only in the first language but also in the foreign language. Unfortunately, some surveys report that Indonesian people have a low reading interest (Iftanti, 2012; Kurniawati, 2015; OECD, 2018). To address the issue, this research attempts to increase student's motivation in reading English language books by serving them with visually eye-catching books which are equipped with the translation in the student's native language as well as local-culture content. One of the goals is to help the students understand the book better because the information listed in the book is familiar with their daily life and compounded with interesting real images. Khan, Sani, and Shaik-Abdullah (2017) support it since they believe that the student's reading materials take a vital part to maintain the student's reading motivation. Thus, the reading materials should be attractive, yet remains challenging (Cho, et al., 2010).

English language scholars have proposed a robust program to achieve the goal, so-called extensive reading program. Some early initiators of this program were Day and Bamford (1998) and their concept has been continuously developed, particularly by Day through his 10

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principles of extensive reading (see Day, 2002). Some key features of the program include the flexibility of book choice because the students may read books from various genres and levels as they wish. In addition, the extensive reading program encourages the students to select books whose levels are not way beyond theirs. The students can even pick a book that is below their level in order to maintain their motivation to read the book. When this program is carried out regularly, research has documented multiple benefits of extensive reading such as vocabulary size and reading speed (Aka 2019; He 2014; Liu & Zhang 2018; Renandya & Jacobs 2016; Suk 2017).

One of the principles of extensive reading is the convenience for students in terms of accessibility, flexibility, and level of difficulty. In extensive reading, reading convenience is given a larger portion rather than accuracy which potentially puts the students under pressure. In this research, the research complements the extensive reading principles with the bilingualism theory. The theory aims to provide much wider access to the student to understand the text. When using this sort of book, the students may compare their understanding from the original text with the translation in their native language.

According to Myers-scotton (2004), bilingualism is someone's ability to speak in two or more languages in a simple conversation. Previous scholars have mentioned the advantages of inserting the bilingual concept into foreign language books. First, the books assist the students to increase vocabulary in the target language (Zhang & Webb, 2019). Second, the bilingual book is also deemed to broaden the student's cultural knowledge through a good understanding of the book storyline (Hu, Chen, & Li, 2012; Semingson, Pole, & Tommerdahl, 2015). Finally, Hu, Chen, & Li (2012) deliver that the students in their research seem to have higher motivation and take part actively in post-reading activities.

In general, several students have a positive attitude towards the use of two or more languages in day-to-day life. For example, Rizqi (2017) records positive results when he asks the students about the possibility of using Indonesian language and a local language (Dayak language) together. In the English language context, Setiawan (2016) expresses an increasing trend of code-switching among Indonesian language users. Hence, bringing the concept of bilingualism into the student's reading book might not make the students feel strange. The concept is even hoped to create a sense of comfort in students as they have been quite familiar with using two languages or more in their daily life. Moreover, Indonesia is a large country that consists of hundreds of vernacular languages.

Nevertheless, there is a debate among scholars to decide how the bilingual concept should be presented in the student's book. Semingson, et al. (2015) suggest the three types of bilingual books, namely full-text translation, single-text translation, and embedded text. In

addition to that, Zhang and Webb (2019) introduces another type of the bilingual book, i.e. glossed reading. In this research, I design the book using the first model, full-text translations. Zhang and Webb (2019) affirm that this model is the most popular one among bilingual books.

Having decided the type of the book, another question is directed to how the original language and the translation should be placed in the book. Zhang and Webb (2019) argue that this issue is vital since it may affect the book effectiveness. They even specifically investigate the types of book that are more effective to enrich the student's vocabulary: glossed reading, full-text translation books, or single-text translation book. In short, the data shows that both full-translation text and glossed reading facilitate the language learning process better than the single-translation text (only written in the English language). Besides, the research suggests that the book that is written in the English language and then was followed by the translation has a larger effect on the students participating in their research. Therefore, the current research arranged the book layout by putting the English language before the Indonesian language (the translation).

**METHOD**

This research employed one of the most frequently used of R&D research, called ADDIE (Aldoobie, 2015). The model has five stages as the name implies, starting from the analysis stage to the evaluation stage. However, in this report, the author only conveys the results of the research up to the third stage, namely ADD.

This study involved several informants with different numbers and status at each stage. In the needs analysis stage, 108 students participated in this research. These students came from the same university in West Kalimantan Province but studied in different majors (a total of 9 faculties). These differences helped me enrich the variety at the data analysis stage. In terms of gender, this study was dominated by women with 70.4% while male participants were 29.6%. 91.6% of the participants had an English proficiency score below 425. A score of 425 is the minimum target set by the university that participants must achieve before taking an exam or thesis examination at the end of their study period.

Data collection in the three stages was carried out through several steps. The first step of the ADDIE model is the analysis stage using an independent self-report instrument, namely a questionnaire. This instrument was distributed online via Google Form. It helped the researcher obtain and analyze the data faster. In addition, the emergence of the Covid-19 outbreak throughout 2020 also prevented the researcher to physically visit research participants. The second stage is the design stage. At this stage, researchers used data that was obtained from the previous stage. The results were then processed to determine the concept and the content of the

book. The focus at this stage was in format and tests (Wipasith Narumol, & Sumalee, 2016). However, because this book departed from the extensive reading framework, I did not include the test design because comprehension questions were not a priority for extensive reading (Day & Bamford, 2019; Day 2002). Development is the last stage carried out in this research. The design format that has been made in the previous stage was then manifested in the form of an actual book. However, at this stage, the book was still a prototype version.

## FINDING AND DISCUSSION
1. Analysis Stage (Need Analysis)

The first stage began with a needs analysis of potential book users. The items listed in the questionnaire consisted of 3 major topics, like reading habits and preferences, local culture, and preferences in reading translated books (bilingual concept). Tables 1 & 2 below provide an overview of the reading habits of the participants in this study.

**Table 1. Daily Reading Duration**

| No | Duration | % |
|---|---|---|
| 1 | <1 hour | 76.9 |
| 2 | 1-2 hours | 21.3 |
| 3 | 2-4 hours | 1.8 |
| 4 | >4 hours | 0 |

**Table 2 Monthly Book Quantities**

| No | Quantities | % |
|---|---|---|
| 1 | 0 book | 61.1 |
| 2 | 1 book | 25.9 |
| 3 | 2-5 books | 13 |
| 4 | 6-10 books | 0 |
| 5 | >10 books | 0 |

Data illustrated in both tables emphasized that the participants' reading habits cannot be deemed good. It was evidenced by more than ¾ of the participants who read less than one hour per day. The data was also confirmed by Table 2 where only ¼ of the participants could finish reading 1 book in 1 month. 61.1% of the participants did not read any single book in English. In addition, participants were also asked to write down the titles of books they had read in the last month. Majority of participants could not mention it. These results were consistent with Iftanti's (2012) research and corroborate the findings of a survey conducted by the OECD (2015) which investigated general reading interest. The data shows us the low habit of reading books among the students as well as the minimal amount of English input received by the participants during the language learning process. In fact, the input is a very crucial aspect of learning the English language.

When asked about the factors that prevented participants from reading English books, the answers varied. Table 3 summarizes the difficulties that the participants were facing when they wanted to or when reading books in English. In this question, participants might choose more than one option.

**Table 3 Barriers to Read English language books**

| No | Barriers | F (out of 108 participants) | % |
|----|----------|-----------------------------|---|
| 1 | Uninteresting topics | 9 | 8.3% |
| 2 | Difficult vocabularies | 70 | 64.8% |
| 3 | Lack of motivation | 44 | 40.7% |
| 4 | The book is too long (thick) | 19 | 17.6% |
| 5 | Limited access to English language books | 47 | 43.5% |
| 6 | Busy with academic and extracurricular activities | 12 | 11.1% |

The table above showed that vocabulary was the biggest factor that hinders participants from enjoying reading, reaching 70 out of 108 participants (64.8%). This means that, currently, participants tended to read books that were far beyond their English language skills. According to some experts (Day, 2015; Renandya & Jacobs 2016), choosing the right reading level is very crucial because it can affect the comfort of reading which will determine whether the student will continue the reading or not. Language learners are strongly advised to read books that are at or below their level of ability. The goal is to help them understand the content better and enjoy the storyline in it. This is important to maintain their motivation in reading because books that are too difficult to understand will only weaken their enthusiasm to continue reading which in turn harms their language learning process.

In addition, participants in this study also admitted that they were not motivated to read English books (40.7%). Unfortunately, this study did not anticipate this item to further ask whether this lack of motivation was due to the number of difficult words as previously described or simply because they did not have a strong reason to read English books. Another reason that many participants cited was the difficulty in accessing English books in their city. This is understandable because the city where this research was conducted is not very big so that it is quite difficult to access English books. English books are not widely available in libraries or book stores.

Next, other factors reported by the participants were books that were too long (17.6%), busy with academic activities (11.1%), and topics that they felt were less interesting (8.6%). Although these factors are not as prominent as before, the factors are still taken into consideration when designing the initial design of this research product in the next stage.

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After reviewing the participants' reading preferences and habits, the next question was related to local cultural information. According to Abdelaal and Sase (2014), students who have prior knowledge of the topic being read tend to perform better in reading comprehension. Therefore, it is important to find out whether students have read English books that contain information on local culture.

**Tabel 4. The Experience of Reading English Books with Local Content**

| Responses | % |
|---|---|
| Ever | 5.6% |
| Never | 71.3% |
| Not Remember | 23.1% |

Table 4 above illustrated that most of the participants (71.3%) have never read an English book containing information on Pontianak's local culture. Only 5.6% of participants admitted to having read this type of book. However, when confirmed with a follow-up question, "If so, what is the name/title of the book?" no answer was suitable. Some participants cited foreign book titles like Harry Potter and some others mentioned that they did not remember. Thus, these answers were not considered valid. This misunderstanding occurred may be because the participants did not read the items carefully.

The next question, participants were asked to name what tourist attractions were frequently visited by the participants. Each participant may mention more than one places. Table 5 below summarizes the participants' answers.

**Table 5. Frequently Visited Tourist Attractions**

| No | Barriers | F (out of 108 participants) | % |
|---|---|---|---|
| 1 | Alun Kapuas Park | 70 | 64.8% |
| 2 | Kapuas River (cruise dan waterfront) | 54 | 50% |
| 3 | Mujahidin Mosque | 52 | 48.1% |
| 4 | Cathedral Church | 43 | 39.8% |
| 5 | Radakng (Long) House | 34 | 31.5% |
| 6 | Equator Monument | 26 | 24.1% |
| 7 | Maitreya Temple | 13 | 12% |

Table 5 showed that the favourite places of the participants in this study were those around the Kapuas River. Alun Kapuas Park and the Kapuas River (64.8% and 50% respectively) were reported as the top places as they offered visitors a variety of destinations such as a waterfront, a city park, and a boat cafe. The Mujahidin Mosque and the Cathedral Church were in the next position with the percentage of almost 50%. These two places were known as places of worship for the two largest religions in Pontianak, namely Islam and

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Christianity. In the next place, there were the Radakng House, the Equator Monument, and the Kadariyah Palace, respectively. Specifically for Rumah Radakng and Keraton Kadariyah, these two places were symbols that represented the two largest ethnic groups in Pontianak, Malays and Dayaks. In the last position, a small number of participants also said that they visited the Maitreya Temple. As one of the big cities in Indonesia which has quite a large ethnic Chinese population, Maitreya Temple is used by the Chinese as a place of worship.

**Tabel 6. Reading Preference**

| Jenis Buku | % |
|---|---|
| English language books | 3.7% |
| Bilingual books (English-Indonesian) | 51.9% |
| Bilingual books (Indonesian – English) | 30.6% |
| English language with a glossary box | 13.9% |

In the last question, participants were asked about their preferences when reading English books; whether they liked full English books or books with bilingual concepts. Table 6 showed that most of the participants (82.5%) preferred reading bilingual books. The rest said they were happily reading English books that had a glossary box for difficult vocabulary 13.9% and full English (3.7%). Participants who chose bilingual books were also divided into two, based on the composition of the language, English - Indonesian or Indonesian - English. From Table 6, it can be seen that half of the participants preferred books with an English - Indonesian composition. Likely, the participants chose this model because they can learn the English language in their reading by reading English first and then confirm their understanding through the translation available on the next page. This finding is in line with what was conveyed by Zhang and Webb (2019) who argue that bilingual books do have an impact on the development of students' vocabulary, especially books that are composed of English - Indonesian composition.

2.  Design Stage

Having conducted a needs analysis, the next step was to design a book model including determining the type and arrangement of information conveyed in the book. At this stage, Wipasith Narumol, and Sumalee (2016) emphasized that researchers had only designed the research product and have not yet arrived at producing or printing the product. The results of the needs analysis assisted the researcher in determining the components such as book models, types of information, text difficulty, and image layouts.

First, the researcher concluded that the participants who were involved in the needs analysis stage did not have sufficient reading habits. This may also be in line with other students who were in the same context. The amount of time they spent on reading as well as the number

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of books they read in a month was low. Thus, to initiate and introduce reading habits to these students, the designed product should be visually appealing and was not too linguistically difficult. This was confirmed by the following question regarding the obstacles faced by the participants when reading English books. Most complained that the vocabulary often became a stumbling block and made them fail to understand the reading content. In addition, their English proficiency test scores were also low. Data in the needs analysis stage showed that most participants had a TOEFL-like score below 425. With this score, the participants' ability to communicate was still far from sufficient. Thus, the present book was designed at an easy level.

Information related to Pontianak City culture was also embedded so that potential readers could connect their knowledge of Pontianak with the reading topic. Abdaleel and Sesa (2014) convey that prior knowledge is capable of activating the readers' schemata which in turn helps them understand and enjoy the reading content. The local content was also suited because most participants have never read an English book containing information about Pontianak City.

The researcher then used data about tourist destination popularity to determine the order of the chapters. For example, Alun Kapuas Park was put in the first chapter and then followed by the following places such as the Kapuas River to Maitreya Temple. Finally, because the book is made with a bilingual concept, it is important to determine how this concept will be manifested. The results of the needs analysis showed that a bilingual book with an English display on the first page and followed by the Indonesian language on the next page was more preferred by most of the participants. On this basis, the researcher then decided to compile the bilingual concept with the English – Indonesian order.

3. Development Stage

At the last stage of the research, the researcher began to produce an actual book. The researcher used special software to arrange the layout and design of the book called Adobe InDesign. Books were printed on good paper quality and bound with spiral binding techniques.
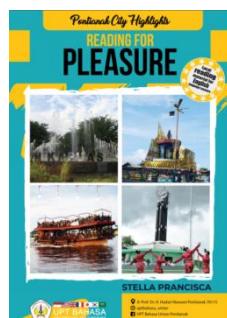


**Figure 1. Book's Front Cover**

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For appearance, the researchers attempted to add a striking but still attractive accent colour. Gunaydin and Karamete (2016) suggest that the insertion of images in a book must comply with the criteria for an attractive image and represent the actual building /object. The researcher combines original photos of the tourist attractions discussed in this book to provide the readers with an original picture of the object.



**Figure 2. Book's Layout**

## CONCLUSION

The low reading interest of Indoensian students has been repeatedly mentioned in world survey reports and academic papers. In fact, reading is an important activity for students because it develops general knowledge and language skills, including foreign languages (English). This research then comes up to develop an English reading book for students studying at the undergraduate level. The book is presented in a bilingual style and carries an attractive visual concept to make the readers feel convenient. In the process, the researcher analyzed the needs of undergraduate students by investigating their reading habits. The results helped the researcher determine the book design, the type of information that was conveyed in the book, the language level, and the book layout that could attract readers' attention. This research eventually resulted in a reading book that was printed on high-quality paper.

However, even though this research has resulted in a reading book product, further research is still needed in order to accomplish the concept of the book in a subsequent printing. This process is usually carried out in stages 4 (Implementation) and 5 (Evaluation) in the ADDIE development model. At this stage, the researcher distributes the printed book to potential users (students) and experts to receive feedback and advice. In addition, it is recommended that a larger number of students participate in providing a more comprehensive picture of the results.

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