



Students' Experiences in Participating in Booktalk Program of Extensive Reading Class

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Article Info

Submitted: February 2025
Accepted: March 2025
Published: April 2025

Keywords:

Booktalk Program, Reading Comprehension, Students Experiences.

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Abstract

Booktalk is one of the tools to engage students to read more. This research is aimed to explore about the students' experiences in participating in Booktalk program. The research was conducted in English Language Education Study Program of Faculty of Teacher Training and Educational Science of Pakuan University. There were fifty-eight students of the fifth semester as participants of this research. To gain the research data, the researcher used triangulation; questionnaire, students' interview, and documentation. According to the data analysis, it was found that students have various experiences while participating in Booktalk program in Extensive Reading class. As the result of students have experienced of Booktalk program, there are four indicators that were pointed out the result of this research; Booktalk changes how students think and understand of something, upgrades students' reading comprehension, acknowledges students nobler of the books, and the book types impacts students' reading process.

INTRODUCTION

Reading is a language skill that is needed by the students to gain information which is delivered through written text. There are two kinds of reading: intensive reading and extensive reading. Extensive reading is practicing of gaining information from reading that student are provided with a passage by the teacher and the questions follow that they must to read and answer. Besides, extensive reading (ER) draws attention from English teachers as an effective form to use in reading instruction (Babayan, 2019). Moreover, the students do self-selective of texts that they desire to read. It is also becoming a subject in English Language Education Study Program in the sixth semester. Writing books reports, book reviews, and making a short presentation are the extensive reading activities and those things are included in a Booktalk program. Booktalk program requires the students to conduct a review of the book and present it. The book that they review is the book that they have selected by themselves. The teachers

also allow the students to decide the theme of the book. Moreover, the reviews or reports of the books are conducted persuasively to make the students express their feelings about books and engage others to read them too. Therefore, it is believed that Booktalk program can develop the students' oral language skills.

1. Definition of Reading

Reading is one the important activity of students' life to upgrade their knowledge. Reading is categorized as receptive skill with active process. It means that students should involve their participation on reading, they do not only read, but also find the meaning. Therefore, reading process is not simple thing to be understood and reading activity is not only reading the words.

Reading is not simple thing to be understood by students. Students might think when they are reading, they only have to read the printed words loudly or silently. However, Güzel, (2022) stated that reading activity is an active process that students should involve their recognition to comprehend the texts. By comprehending the texts, students are expected to gain noble knowledge.

Reading activity is not only reading the words, but it has to comprehend the information of the words. Students are able to read the whole passage fluently, but not all of them are able to answer of the inference's questions. Therefore, Amin (2019) stated that reading is an active process that should bring students' ideas, concept, to set their understanding.

2. Types of Reading

There are two types of reading (МЕДВЕДЕВА, 2019):

a. Intensive Reading

Intensive reading is the activity where students find the information of what they are asked to. Students retort teachers' questions in order to gain the information. It is common to ask the students by using their coursebook. Comprehension task is popular way to do intensive reading.

According to (Prayuda, 2023) comprehension task is popular way to do intensive reading. In this task, students are given several questions based on the passage. The teachers are able to modify this way by giving them the related questions based on the passage, if the passage is about people, teachers are able to give them the similar questions. Basically, the books do not give them the answer, but they contribute their ideas. Therefore, this activity allows the students create their own comprehensions. Intensive reading is able to be done by comprehension task.

Teachers provide questions relate to passage or their coursebook. By doing comprehension task, students are allowed to contribute their understanding. Therefore, intensive reading is expected to reinforce students to gain noble reading comprehension.

b. Extensive Reading

The students need to be involved in intensive reading and extensive reading to acquire advantages from their reading (Ardiyan et al., 2022). The teachers permit the students to decide their own books. Extensive reading is designed to enable the students to increase their general ability in reading for gist, specific purposes, and reading for inference (Ng et al., 2019).

According to Virgiyanti (2020) extensive reading is proposed to enable the students to develop their ability in reading. In this activity, the students are permitted to own up their books. The teachers are also able to provide the books for the students to reduce students struggling to understand unfamiliar words.

The researcher concludes that extensive reading is an important activity to develop students' ability in general: reading for gist, reading for specific purposed and reading for inference. The students are allowed to choose their own books. The

teachers also enable to provide the books for the students to read. Therefore, extensive reading is an approach to engage the students to read more.

3. Definition of Booktalk Program

Booktalk is one of the tools to engage students to read more. The teachers provide different approaches, methods and techniques to involve the students on reading more. The students read provided passages, in engaging students' interest, it is nobler to allow them to read books that they intend to read. In Booktalk program the students do self-selective to read, which is a tool that can engage them to read more.

Booktalk program is a short presentation of the books that the teachers have read in order to convince other students to read and they choose the books by themselves (Erlina et al., 2019). Speaking, writing, and reading are integrated into this activity. The students do not only read the books but also write the review and present the review (Graham, 2020). Thus, Booktalk is expected to develop the students' oral language skill and increase students' motivation to read (Kurishita, 2020).

Booktalk Program is believed as engaging way for students to read more since this program allows the students to present and promote the books that they have read. Besides, all skills are collaborated in this program as they read the book, write the book report, and present the report. Meanwhile, in extensive reading class, students are allowed to choose their own books. Therefore, it is expected that Booktalk program will give some positive impact toward students in extensive reading class.

4. Definition of Students' Experience in Reading Class

Literacy becomes the part of human's daily; it is needed in both education and society. People rely on literacy since people read and write for self- development and pleasure. Besides, the abilities of literacy itself is necessary. Thus, reading should be given much attention (Rumelhart, 2022). (Mayer & Moreno, 2003) stated that experience is pre-predictive and spontaneous things as he called it "natural attitude". By facing various experience in unfamiliar situations, people do not only learn about the world but also learn to live in. Moreover, authentic learning by reading is when pupils do not only write and read to fulfill the requirement, but they are able to change how they think and understand.

Genuine learning by reading is giving the students to upgrade their mind to comprehend their surroundings. Students expand their knowledge by reading. Therefore, books are the tools for it (Hedgcock & Ferris, 2018). Choosing the right books help the students to acknowledge themselves nobler. According to (Greenleaf et al., 2023), the books that suit their interest could grant improvement of their reading if a student attracts on handicraft, the pupils should be provided or allowed to choose the books of handicraft in order to improve their reading. Moreover, students' experiences in reading are vary based on its type of book; physical book and e- book and their senses are contrast. Students who tend to read physical books complain of the headache and eyestrain by reading e-book, meanwhile the students that prefer e-book they complain about the inflexible physical books (Pontes, 2020). Students' reading experiences impacts the role of their mind to grow. Therefore, students should read to grow in order to upgrade themselves. The choosing section of types and genre of books leaves impact of students' reading behaviors. The books that attract the students' interest might grant positive impacts.

Booktalk has been conducted in various research. Yet, there are two newest related types of research that the researcher has found of Booktalk program. The research was conducted in different countries; USA and Indonesia. Moreover, the titles of researches are "Creating and Implementing a Booktalk series to Promote Hospital Library Awareness among Hospital Associates", "The Lost Art of the Booktalk: What Students Want", and "Students' Experience in Building Literacy through

Booktalks Program".

The first research is entitled "Creating and Implementing a Book Talk series to Promote Hospital Library Awareness among Hospital Associates" it is conducted by Gerth. The researcher conducted this research in 2016. This research is purposed to introduce an up-to-date hospital library managing project and renewing the service in library managing. The research consisted of new hospital librarian managers and it is done in Covenant Medical Center, Wheaton Franciscan Health Care, Waterloo, Iowa, USA. The result of this research showed that Booktalk has increased hospital librarian awareness of the value of a hospital library and the participants were faced with the pressure of it.

The second research is entitled "The Lost Art of Booktalk: What Students Want" this research is conducted by Katherine in 2019. This research is aimed to share the Booktalk activity which was participated by fifth-grade and sixth-grade through Flipgrid. The result of this research shows that Booktalk help the development of lifelong readers.

"Students' Experience in Building Literacy through Booktalks Program" is the title of the third research that is performed by Erna Irawati in 2019. This research is aimed to explore students' perspective of advantages and disadvantages in participating in Booktalk program that utilizing electronic book application. This research has 27 participants which are two classes. The result of this research demonstrates that Booktalk increases the students' interest in reading and writing.

As the result there are three related research which are conducted by three different researchers. The research entitled "Creating and Implementing a Book Talk series to Promote Hospital Library Awareness among Hospital Associates", "The Lost Art of the Booktalk: What Students Want", and "Students' Experience in Building Literacy through Booktalks Program". The research is inspired to explore students' experience in participating in Booktalk program in extensive reading class. Based on the first research, Sue Greth (2016) demonstrate that the participants of the research not only experienced the development of their awareness. However, they also faced the pressure to promote the awareness of the value of the hospital library. Further, the second result of the research found that the students are sensed the advantages of Booktalk. Therefore, these results support further researches to conduct the research.

RESEARCH METHODOLOGY

The qualitative approach was used to conduct this research as the research is purposed to explore about the students' challenge and perspective toward Booktalk program. Besides, case study design also will be used during this research for the reason that case study is purposed to expand deeper analysis of the individuals or groups (Creswell, 2014). The research was conducted at Pakuan University. The participants in this research are students of sixth semester of 2019/2020 of English Language Education Study Program of Pakuan University.

The data analysis for the experiences that the students face during BookTalk program research involves several key steps. Firstly, all collected data from participant documentation, interviews, and closed-ended questionnaire are compiled and organized. Next, questionnaire's responses are analyzed using statistical methods to identify trends and patterns in participant feedback regarding the program. The data from interviews and closed-ended questions are analyzed using thematic analysis to uncover common themes and insights into participants' experiences of the BookTalk program. Finally, findings from the data were synthesized to draw conclusions about the program's success and to inform recommendations for potential improvements or future directions.

RESEARCH FINDINGS AND DISCUSSION

The research was conducted during eighth semester, which was started from July 2nd to November 3rd 2021. The participants were students of sixth semester consisting 21 students from English Language Education Study Program, Faculty of Teachers Training and Educational Sciences in Pakuan University. Instruments employed in this research were documentation, closed-ended questionnaire, and interview, in order to collect the data. Therefore, the writer chose triangulation for analyzing the data result.

1. Data from Documentation

The researcher has asked for the permission from the lecturer of Extensive Reading to conduct this research beforehand. After the researcher has been allowed, the researcher asked for the students to hand their assignments during Booktalk section, which are written review, and Booktalk video. The assignments are gathered from interviewed-students. Due the outbreak, the students handed their assignments are formed in links of video, and the softcopy files. Based on the result from documentation, the results were divided into two parts which are the written review and video presentation.

a. The Written Review

The students are assigned to make a written review about the book that they read in extensive reading of Booktalk section, there are nine points which they have to write down on their works, the list of the is shown in table 4.1 below.

Table 1.1
List of Booktalk Review "Book Report/Book Reflection"

Format	Detail
Title of the Book	
Genre	
Author	
Publisher	
Publication Date	
Number of Pages	
Link to access the Book	
Cover of the Book	

Depending on the result of Booktalk product from five respondents, the data showed in table 4.1 define the format of students' final product during Booktalk program in Extensive Reading class.

1) Title of the Book

From the data, in this part the students mention of title of the book that they read in Booktalk program.

e.g 1 "Bridging the Gap Between Theory and Practice in Educational Research"

e.g 2 "Time Managements"

2) Genre

The students mention the genre of the book that they read whether it is non-fiction or fiction. However, the reading section are divided into two sections, the first section is academic book and the second section is fiction book, and for this research, it was held during the second section, therefore the genre of the book that they students are non-fiction books.

3) Author

In this section, the students write the author of the books that they read during Booktalk program. The author is mentioned by their full name.

e.g 1 "Palgrave Macmillan"

e.g 2 "Brain Tracy"

- 4) Publisher
The students also are asked to write down the publisher of the books that they read in this section.
- 5) Publication Date
In this part, the students write the publication date for the books that they read.
- 6) Number of Pages
The students mention the total number of pages in this segment.
- 7) Reflection of the Book
The reflection of book is contented with brief summary of the book that they read, and their experience while reading the book.
- 8) Link of Book
The students attached the link to access the books that they read here.
- 9) Cover of the Book
The students also display the cover of the books that they read in this part. These are the works of students that have submitted

Table 1.2
Works of students

Name	: YN
NPM	0
Book Reflection	
Title of the book	: Steps to Writing Well
Genre	: Academic Book
Author	: Jean Wyrick
Publisher	: Cengage Learning; 13th edition
Publication date	: January 1, 2016
Number of pages	: 626 pages
Reflection	
Outline :	
<ul style="list-style-type: none"> •The book tell about steps to writing well, thirteenth edition. This book is very practical and friendly way to compose a variety of essay with discussion on everything from choosing a topic to developing an essay. The book is suitable for students who are writing a thesis and also the book can increase students writing skills. Such a comprehensive textbook that covers all aspects of writing well. It will take through the writing step by step with many example and definition. 	
<ul style="list-style-type: none"> •I learned how to write an essay , what I know to write an essay is to start from introduction, body, conclusion but after I was read the book I got new knowledge for how to make great essay. 	
<ul style="list-style-type: none"> •For example how to writing effective academic essay. 	
<ul style="list-style-type: none"> •In my opinion the book is great to students learn about writing, because the book tell about step by step to make great essay. I have new knowledge from this book namely the ultimate step by step guide to writing effective academic an essays. The book is suitable for me who write the thesis. 	
<ul style="list-style-type: none"> •Other book to support my book reflection: Great writing 1 until 5 edition, Crack the essay, From inquiry to academic writing second edition for Pikes Peak Comm Coll English COMP 1 and 2, Steps to writing well with additional readings. 	
<ul style="list-style-type: none"> • I like this book because the book tell about steps to writing well to writing effective academic essay. This book provides a brief summary of the steps for completing each major task in the text. Many sample essays, offering a useful model for academic writing and also this book have a lot of practice, group activities, and longer assignments provide essay topic ideas. There are also things that I do not like this book namely so many words that I do not understand and should translate first, the sentences was difficult to make me understand, and I think I feel bored to read this book. 	
<ul style="list-style-type: none"> • I recommendation this book to all people, especially for students to increase their writing skills. 	

b. Video Presentation

In this part, the students present the book that they read in Booktalk section of extensive reading class, the videos are put in social media which is YouTube, there is serial allure of the ways they present the book. Firstly, the students greeted the viewers by saying "Assalamualaikum" or "Hello", then the students introduced themselves, they only mention their full name, and it was followed by the purpose of their video that is presenting their book. Secondly, after the introduction, the students started to present their book, however in this part, they did not simply mention their books' titles immediately. They begin this part by giving the audience the hook of their books, the hook is formed in quotes or questions. Furthermore, they showed the book on the screen, then giving the audience a brief information of the book. Afterward, they started talking about their experiences after read the book, they recommended the book to the audience and gave the reason why they recommended it. Below the transcript of the video presentation.

Table 1.3
Transcript of Video Presentation

1st participant
<p>Hello everyone my name is I am from 6th semester class english education study program faculty of teacher training and education University of Pakuan Bogor. Here I would like to tell you about a book that I have read the title of the book is Educated; a memorial the author of this book is Tara Westover the genre is non-fiction this book was published by random house on february 18 2018 and it has 352 pages. This book tells about the past of its author Tara Westover; Tara was born as the youngest of seven children two parents whom she refers to as fae and jin the rest of her family lived on a farm in ruler Idaho where Jin made leaving salvaging scrap medal while Faye worked as an unlicensed midwife and herbal healer. Jin suffered from paranoid fears about interference from the federal government and as a result he refused to allow his children to attend a school received with certificates or receive medical attention jin was also a devout hormone who believe in radical self- sufficiency and an impending day of judgment Tara and her family were completely self-sufficient therefore they isolated themselves from reality and this installation leads to an inaccurate view of the world. However, Tara still wished to succeed in this world Tara began to study and was eventually accepted at Brigham Young University. Helping pass herself off as homeschooled in january 2004 when Tara was 17 years old, she moved to Utah to begin her college education. She found the adjustment very difficult at first but eventually began to excel in her Tara's finances were precarious and she had to hold multiple jobs and maintain very high grades to retain her scholarship. Tara eventually confided to a bishop about her life and he helped her to secure funding to finance her education. Tara eventually changed her major to studying history and is encouraged to apply for a study abroad program at Cambridge University in England. Tara's experience at Cambridge branded her horizons even further and she was encouraged to consider graduate studies. She was eventually awarded a prestigious Cambridge gets fellowship and moved to England to pursue a master's degree she reminds in close contact with her family with the exception of his brother named shaun who has abused her physically and mentally since childhood. Tara never did to report what Shawn had done to her however, in the end, tala reported this to her parents by then Tara had built a happy life for herself in England and was working on a PhD in history at Cambridge. However, the attempt to speak the third quickly became a surge of conflict in the family tara became more and more exercised within her family eventually culminating in sound learning that she had been telling their parents about the abuse she suffered realizing her family would never trust her clients. Tara became estranged from most of them the arrangement from her family prompted grief and depression for Tara but she was finally able to heal and successfully completed her Ph.D. By the end of her memoir Tara has accepted that she may never have a relationship with her family again but she takes pride in the independence she had established and the life she has built for herself all right that's all for me. Thank you for your attention assalamualaikum marmadullahi bye-bye</p>
2nd participant
<p>Hello everyone! Today, I'm excited to talk about a mesmerizing novel called "The Night Circus" by Erin Morgenstern. This book takes us into a magical world where two young illusionists, Celia and Marco, are bound in a lifelong competition set in a mysterious circus that only opens at night. Set in the late 19th and early 20th centuries, "The Night Circus" tells the story of Celia and Marco, who have been trained since childhood by their mentors for a magical duel. Their arena is a unique circus, known as Le Cirque des Rêves, or the Circus of Dreams, which travels the world without warning and opens only at night. As Celia and Marco's rivalry unfolds, their illusions and enchantments become more elaborate, blurring the line between reality and fantasy. Their contest, however, turns into something unexpected as they find themselves drawn to each other despite the rules of the game. "The Night Circus" is a beautifully crafted novel that transports readers into a world of wonder and enchantment. With its lyrical prose and intricate plot, it challenges us to reconsider the boundaries of reality and invites us to embrace the magic within our own lives. Whether you're drawn to the allure of the circus or intrigued by the complexities of human emotions, this book is sure to leave a lasting impression. Thank you for your attention, wassalamualaikum.</p>

2. Data from the Questionnaire

The following procedure after classifying of students' works in documentation session was analyzing the data from questionnaire distribution. This session occupied in 24 June 2021 to 6 July 2021. The questionnaire is distributed through link. The students who participated in this research were students of sixth semester class C and class D of English Language Education Study Program of Faculty of Teacher Training and Educational Sciences of Pakuan University. This data was collected by survey through online questionnaire. The questionnaire is distributed through Google Form's link. The amount of time that is given to fill the questionnaire was two weeks.

Based on the result above, the questionnaire that is distributed to respondents is 39 questionnaires, while the respondents who filled the questionnaire are 21. Therefore, the data that is can be analyzed was 21 of the totals of filled questionnaire.

a) The Students' Respond of Booktalk changes how students think and understand something.

The total of respondents of Booktalk changes how students understand something were of these 3 statement items. The description is shown:

Table 1.4
Students Responses of the Booktalk

	The Total of Respondents of Booktalk Changes How Students Think and Understand of Something				
	SS	S	N	TS	STS
1. I understand of the book that I read while participating Booktalk)	4	14	3	-	-
2. I read the book that match my interest to increase my knowledge)	7	12	2	-	-
3. I read the book that match my interest to motivate me)	5	16	-	-	-

The responds for this section show that 18 students in the Booktalk program read the books that they choose by themselves. They also decide the books based on their interest.

b) The responds of Booktalk upgrades students reading comprehension The respondents for the second indicator were 21 For the result of the questionnaire, it shows:

Table 1.5
Students Responses of the Booktalk

	The Responds of Booktalk upgrade students reading comprehension				
	SS	S	N	TS	STS
1. I understand what I read (for instance, I can answer the questions related to the book, and I can discuss it in my own words.	1	14	5	1	-
2. I can resume what I read using my own words)	1	17	3	-	-
3. I understand the author's purpose)	2	12	6	1	-
4. understand the author's feelings)	1	11	8	1	-

The indicator draws that 14 students understand of they read include the writer's idea, the writer's feeling, the writer's purpose, and the sentences in the book.

c) The Responds of Booktalk acknowledges students nobler of book

The respondents for the third indicator were 21 For the result of the questionnaire

Table 1.6
The Responds of Booktalk acknowledges students nobler of book

	The Responds of Booktalk acknowledges students nobler of book				
	SS	S	N	TS	STS
1. I can look for the detail information of my readings	1	13	6	1	-
2. I can get various information from the book I read	9	9	3	-	-

Thirteen students agree if Booktalk program acknowledge them better of the books.

d) The Responds of the physical and mental impacts of reading books for students

The respondents for the third indicator were 21 For the result of the questionnaire, as the table below:

Table 1.7
The Responds of the physical and mental impacts of reading books for students

	The Responds of the physical and mental impacts of reading books for students				
	SS	S	N	TS	STS
1. prefer the physical book than e-book	9	3	9	-	-
2. I prefer e-book than physical book	-	3	10	8	-
3. I enjoy reading physical books	1	3	13	4	-
4. I enjoy reading e-book	4	9	8	-	-

The responds for the books' type are various, there are nine students who prefer physical books than electronic book (E-Book).

3. Data from Interview

To accomplish the data, the interview is considered necessary as a crosscheck from the preceding questionnaire result. To accomplish the data, the interview is considered necessary as a crosscheck from the preceding questionnaire result. The interview turned to be the last triangulation data finding for this research. The interview session was held from 01 September 2021 to 11 September 2021. The interview was conducted through voice notes on social media which is WhatsApp due to the COVID-19 outbreak. There are nine questions in total for the interview. On the first question, the writer asks about the impact that they received after they participated in Booktalk Program. The students elaborate that after they participated Booktalk program they could understand more of what they read. Not only they could understand of what they read, they also could reflect on the book. Even though Booktalk itself is a final task for the middle exam, the students also feel motivated to read more by it.

In the second question, the writer was questioning whether the Booktalk program improve their reading comprehension. The students state that the booktalk improve their reading comprehension. While participating booktalk program, they read their books several times, reflect the books, and share their books to others, therefore they say booktalk improve their reading comprehension.

The third question was expecting the students' difficulties while participating Booktalk program. The unfamiliar words are the difficulties that the students face while they participated Booktalk program in extensive reading class. The students' first language or L1 is not English, therefore they encounter the struggle while they read the English books.

The further question, the writer was asking the students if Booktalk help them to overcome the struggles they meet in Booktalk program. The students mention that Booktalk is able to help the

students overcome their problems. Further, the students elaborate as in Booktalk they share their readings to others, if they encounter unfamiliar words or sentences, they asked their friends to help them.

The fifth question was about students' book preferences on Booktalk program, the writer asked the students if the books that they chose in Booktalk relate to their interest. The students mention that the books they chose suit their interest because in Booktalk program they have the freedom to choose the books they desire.

The next question the writer was expecting if the Booktalk program gives the students new insights. The students state that Booktalk program was insightful as they share their books to others, they are motivated to read others' books, and also, they found that the books they read were helpful for them.

In the seventh to eighth question, the writer asked the students their books preferences, the preferences itself include the books form (physical or digital), and the like and dislike on them. Most of the students answered they prefer to physical books. Their eyes often get tired while reading digitally, and they argued the digital books also are hard to be highlighted or marked. They claimed the physical books are easy to be marked.

In the seventh section, the interviewees are asked about the type of the book they prefer to. From four interviewees they all agree that they prefer to read from physical books than the electronic book (E-Book) as they stated that physical books were convenient to mark. They stated that they marked the parts of the books if they find an interesting topic or quotes, therefore the physicals books are more convenient for them as the electronic books are required an application for them to do that.

4. Data Analysis

After completing the data using triangulation, started from documentation, followed by questionnaire then interview session, the valid data turned to be gained. Reflecting to the data of this research, students are considered to various experiences during participating Booktalk program. The output of Booktalk to their reading comprehension is the indicator of this research. Based on the data that had been analyzed, it was presented that students have different experiences during participating in Booktalk Program in Extensive Class. The Booktalk program is aimed to engage the students of enjoyable reading experiences (Nishizawa et al., 2018). Therefore, there are three main activities to-dos in a Booktalk Program; choosing the books, checking the process of reading, and presenting the books. Table of questionnaire and excerpt of Booktalk changes or enlighten how think of something, it described that all of students agreed with those statements. They were agreeing that they understand of what they read. the decide the books based on their own interest, and they also were motivated to read more in reading. It supports (Kurishita, 2020) and (Irawati & Meliyawati, 2018). Kurishita stated that Booktalk program is a tool to engage students to read more, while Irawati expressed that Booktalk help the students to be interested in reading and writing. Table and excerpt of Booktalk program acknowledge the students nobler about the book, it described that all of the students agreed with this statement. They corresponded with Booktalk improve their reading comprehension as they reread the books in order to explain the books they read to their peers; it supports (Tegmark et al., 2022). Tegmark states that reading should be given much attention, therefore the students not only read for obligation but also for self- development. Table and excerpt of the impacts of the types of books for students, it explained that the type of the books they read impacted them, the students agreed that they prefer to physical books than the electronic books as they were convenient to mark when they found an important thing on the books. It opposed the statement of Kim, (2021). Kim stated that physical book and e-book and their senses are contrast. Pupils who tend to read physical books complain of the headache and eyestrain by reading e-book, the pupils that prefer e-book they complain about the inflexible physical books. Excerpt 3 The Difficulty they find in Booktalk program, the students find that they face various difficulties in the Booktalk program. The students find that unfamiliar words are the struggle they face when they participated in the Booktalk program. The Booktalk section are divided into two sections firstly

they read fiction book, and secondly, they read non-fiction book. Moreover, the unfamiliar words were found in non-fiction books. Meanwhile, in the excerpt of Booktalk overcome their difficulties, it described that they agreed Booktalk program assisted them to overcome their struggles. In Booktalk the students were assigned to present their books in front of their classmates, furthermore the students reread the books to catch the gist of their books, which supports Hudson (2016). Hudson stated that developing the students' oral language skills increase students' motivation to read.

CONCLUSION AND SUGGESTION

This research investigated students' experiences on participating in Booktalk program in extensive reading class. Based on a qualitative analysis of students' responses while participated on the program, it can be concluded students face different experiences when they were the participants of the program. The responses indicate that Booktalk program help students to understand the texts and help students to gain interest in reading. There are four indicators that point out the result of this research.

The first indicator is Booktalk changes how students think and understand of something. The result of this indicator shows that Booktalk enlightens students' reading comprehension as the Booktalk motivated the students to read actively. The second indicator is Booktalk help students to understand the texts. According to the students' responses that participated in the program; their reading improved as in the Booktalk they reread the book to understand the contexts. The third indicator is Booktalk acknowledges students nobler of the books. The result of indicator presents that while the students participated in the program, they gained improvement of understanding the books. As in the Booktalk, they tend to reread the books to grasp the meaning of them. The fourth indicator is the impacts of type of the books for students during participating in Booktalk program. There are two types of books which were questioned: the electric book (E-Book), and the physical book. The result demonstrated that physical type of books is more convenient for students to read in the program. Corresponding of students' responses, the physical type books is convenience when they want to highlight certain parts of the books. Moreover, students also faced the difficulties when they participated in Booktalk program, from the gathered data, the difficulty that they faced was unfamiliar words. However, in Booktalk program there are a section where students shared their readings to their peers, in this section, the students also allowed to share their difficulty. When they shared their obstacles which are unfamiliar words. Their peers will help them. Therefore, the Booktalk help the students overcome their difficulty.

In addition, the experiences that the students faced while participating in Booktalk program are various. The activities provided were interesting and enjoyable. Some of the students stated that Booktalk help them in understanding the books. However, the difficulty they faced was unfamiliar words. After completing the research and drawing conclusions from whole data, several suggestions are offered for English teachers and future researcher who are interested in conducting the research about students' experiences during Booktalk program.

For English teachers, it is hoped that this research can provide them with useful information to assist them in comprehending the books that they read. By creating a new atmosphere relaxing activities, it can increase students' interest on reading more. It cannot be denied that students might also face difficulties while participating in this program, therefore it is hoped the teachers might guide them. For the future researchers, according to the result of this research, all students have various experiences while being participants of this program. This research is expected to inspire the future researcher to conduct the same field about Booktalk program. The future research conduct a study on Booktalk program in investigating the effectiveness of BookTalk.

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