Scrutinizing Activities in Online Extensive Reading Classroom: Highlighting Students' Voice

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Abstract

Activities of reading numerous easy texts known as Extensive reading have successfully proven in building the students' reading motivation and interest. Different from intensive reading which forces students to comprehend all of the words in the text, this activity is really beneficial to develop a love of reading. In this study, several activities have been conducted in an online extensive reading classroom. Not by giving comprehensive questions like intensive reading, this kind of activity provides interesting classroom activities underlying their general understanding of the text, such as creating reading logs, joining group discussion, giving response on the text, creating creative writing such as making a letter to one of the characters on the story, changing ending/beginning of the story, etc. Thus, this study focuses on scrutinizing classroom activities in an online extensive reading classroom by focusing on investigating the student's voice. A survey encompassing 149 students was conducted in order to find their perception related to the activities of extensive reading in the virtual classroom. The findings show that most of the students show positive perception on the activities. The use of online platforms such as blogs, WhatsApp, zoom and google classroom also contribute on the students' enjoyment and engagement. It undoubtedly forces them to be active in the classroom and show their best performance during joining the classroom activities.

Abstrak

Aktifitas membaca banyak teks yang dikenal dengan aktivitas membaca ekstensif telah terbukti dapat meningkatkan motivasi dan ketertarikan siswa dalam membaca. Berbeda dengan aktivitas membaca intensif yang bertujuan untuk memahami isi yang terdapat dalam teks secara detail, aktifitas ini bermanfaat untuk menumbuhkan kecintaan membaca. Dalam kegiatan membaca ekstensif, terdapat beberapa aktifitas yang bisa digunakan. Bukan dengan memberikan pertanyaan terkait isi teks tapi fokus terhadap pemahaman umum yang terdapat dalam teks tersebut, seperti dengan membuat jurnal membaca, diskusi berkelompok, memberikan respon terhadap isi teks, membuat tulisan yang kreatif seperti menulis surat pada salah satu karakter dalam cerita, merubah awal/cerita,

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dan sebagainya. Oleh karena itu penelitian ini focus untuk menganalisa kegiatan membaca ekstensif yang ada di kelas. Penelitian survei digunakan dengan melibatkan 149 mahasiswa supaya diketahui persepsi mereka mengenai aktivitas tersebut. Hasil penelitian menunjukan bahwa kebanyakan siswa menunjukan persepsi yang positif terhadap kegiatan yang dilakukan Selain itu, penggunaan platform pembelajaran seperti logs, WhatsApp, zoom dan google classroom juga ikut berkontribusi terhadap ketertarikan dan keterikatan siswa. Hal tersebut secara tidak diragukan dapat mendorong siswa supaya aktif di kelas dan memperlihatkan penampilan terbaik mereka selama mengikuti aktifitas tersebut.

INTRODUCTION

Reading is known as a powerful activity helping students not only to get new knowledge and information but also to enhance brain connectivity, promote a sense of empathy and diminish stress. Especially for language learners, reading becomes an important language skill which is necessary to study. Springer and Dole in Study & State (2020) emphasize that reading is valuable as the bridge to the students who want to have integrating interactive ability. Reading can reinforce other language skills; listening, speaking and writing and provide many insights on developing students' vocabulary and basic comprehension. Students who love reading will have better success in their learning progress. Therefore, the encouragement to help students build reading interest needs to be developed by the teachers.

To build the students' reading interest, teachers may use extensive reading in which they are given a chance to choose the texts they like. As a pleasurable reading activity, Extensive reading has been widely recognized by many EFL practitioners (Fatimah, 2019; Meng, 2009; Safaeia & Bulca, 2013). Different from intensive reading which focuses on reading a shorter piece of text to gain a deeper understanding, extensive reading is known as individual reading for enjoyment and confidence. Fatimah (2019) mentions that extensive reading is the activity of reading a large amount of text and enjoyable input in order to get the information by using an interesting way. In this activity, the students are forced to read as much as possible and get the general understanding of the text. Students are encouraged to read fast by avoiding the use of a dictionary. In this activity, they need to guess the meaning of the words from the context of the text. As a result, their vocabulary has improved.

Day, Richard and Bamford (2002) emphasize 10 principles of extensive reading. They are: 1) The reading material is easy, 2) A variety of reading material on a wide range of topics is available, 3) Students choose what they want to read, 4) Students read as much as possible, 5) The purpose of reading is usually related to pleasure, information and general understanding, 6) Reading is its own reward, 7) Reading speed is usually faster rather than slower, 8) Reading is individual and silent, 9) Teachers orient and guide their students, 10) The teacher is a role model of a reader. In extensive reading, students should have easy texts to help them enjoy the process of reading. By having a pleasurable feeling in reading, they will love their activity and feel confidence while reading. In addition, since extensive reading forces the students to conduct silent reading, they need to independently get the general meaning of the texts they read. This activity undoubtedly can provide pleasurable circumstances because they read for enjoyment without pressure of tests and comprehensive questions (Anshoriah et al., 2019).

Many studies have found that extensive reading not only gives valuable experiences for the students but also increases their cognitive and affective ability. Grabe, W. (2009) mentions that extensive reading can enlarge the students' vocabulary knowledge, enhance the overall level of language testing, and increase their writing fluency and accuracy. In addition, the students can also develop their reading strategy and general language skills. Extensive reading subconsciously increases their reading speed, confidence and motivation to read, and promotes independent reading (McLean & Rouault, 2017). As the soundless and individual reading, they can interact actively with the text and get the general understanding without recurrent stops to find the meaning of unfamiliar words in the dictionary.

However, since extensive reading is individual and silent reading, lecturers might find challenges to monitor the students' reading progress and help students keep on track on their reading. Teachers need to creatively give fun extension activities to motivate the students to continue their reading. Bamford & Day (2004) say that teacher teachers can give follow-up activities after reading to help students keep track of their reading. He adds that the main activity in extensive reading is reading. It means that this activity only assigns the students to read. Teachers can ask the students to report

their reading by creating a reading journal, reading aloud, joining group discussion to talk about what they comprehend, responding to the text by writing creatively, etc. (Bamford & Day, 2004; Sweet, 2000). Reading Journal can help students to interact with the text. By creating a reading journal, students can create summary, evaluate and connect the texts with their personal feelings or experiences. Reading journals also can help them to record their view and reaction through the texts they read (Fakhruddin, 2018). Moreover, students also can discuss what they read with their friends in order to find the other's point of view about the text. Finally, creative writing also can become an activity after reading. They can use their imagination and be involved in the texts they read. Therefore, this study employed those activities to facilitate the students conduct extensive reading. By using the virtual meeting due to COVID 19, the students still can get reading sources from the internet and conduct classroom activities and discussion using online platforms such as Whatsapp, Zoom and Google Classroom. This study aims at scrutinizing extensive reading activities viewed from the students' voices. A survey study is implemented to 149 freshman students in one of universities in Indonesia to find out their perception through the activities of extensive reading conducted in online learning classroom.

METHODS

Using survey study, this study aims at scrutinizing the students' perception on the activities of extensive reading. This method is conducted due to a large amount of data from many people taken in a relatively short time. Creswell (1998) mentions that the survey was applied to make generalization of students' behavior, facts and claims as a population. This study uses total population sampling technique. Thus, the researchers use all the population as the sample. It encompasses 149 freshman students in the English Education Department Siliwangi University. They join extensive reading in the second semester after previously taking intensive reading in the first semester.

To collect the data, a questionnaire was given to the participants. Wilson and McLean (1994) mention that the questionnaire is the valuable instrument for collecting the survey information, providing structured, often numerical data, being able to be administered without the attendance of the researcher, and often being comparatively straightforward to analyze. Moreover, there are two kinds of questionnaires used in this study. They are open and closed-ended questionnaires. In an open-ended questionnaire the researcher does not provide the response options, it is what the participants do instead. On the other hand, in closed- ended questionnaires, the researcher proposes statements and offers preset response options for the participants.After having the result of the questionnaire, the researcher analyzed the data by calculating the data of close ended questions. They were analyzed by applying likert scale. Sugiyono (2009) states that Likert scale is used to measure an attitude, opinion, and perception of a person or group about social phenomenon. Moreover, the researcher explained descriptively the result from an open ended questionnaire.

FINDINGS

To find out the students' perceptions of the activities of extensive reading, the questionnaires are administered to 149 freshman students in one of higher educations in Tasikmalaya. The questions in the questionnaire consist of both open and close-ended questions focusing on scrutinizing of extensive reading activities conducted in 14 meetings online learning. This subject actually aims at promoting the students' reading confidence and motivation by asking them to read numerous texts that they like and understand. However, although the students can choose the text they read, the lecturer still decides the topic and creates guidelines for reading the text. Here are the topics read by the students in this study;

No	Topic
1	Comic
2	Fable
3	Biography
4	Description of place
5	Synopsis
6	Short story

7	Procedure text

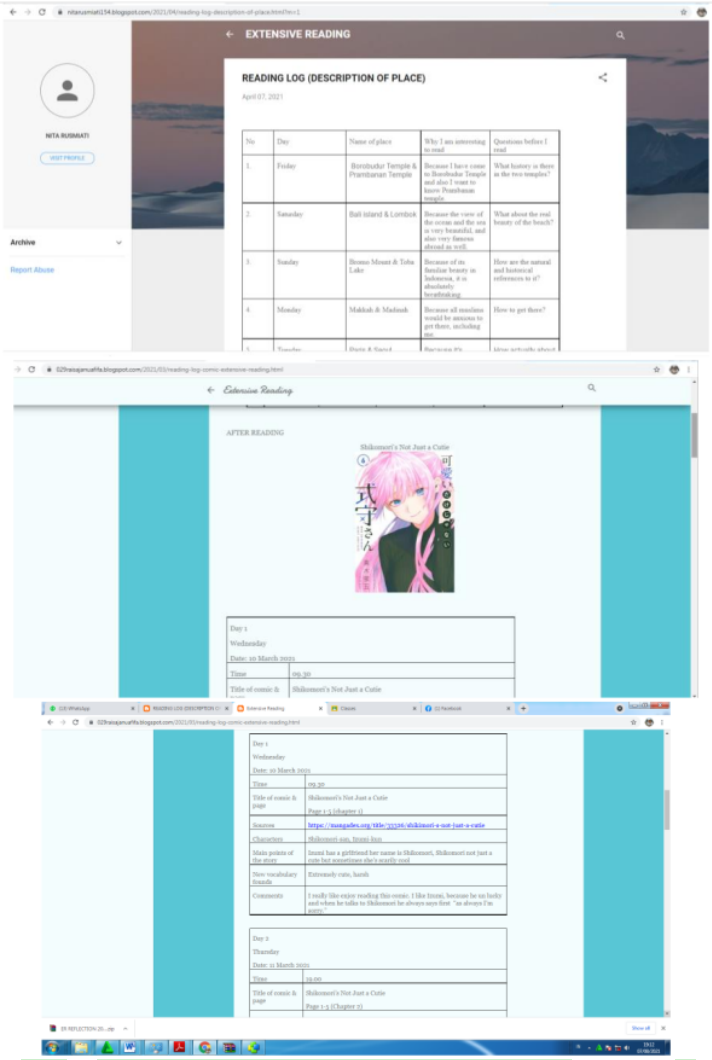
In this study, the students' perception through the topics given in their extensive reading are analyzed. The results are as follows;

Table 1
Percentage of the students' preferences on the text

Statements	Comic	Biography	Fable	Short story	Synopsis	Description of place	Procedure text
Type of texts I like in this course	64.2	47.3	57.3	72.3	42.6	52.7	41.9

The table shows that most of the students are interested in reading all of the topics given. 72.3 % of students (108 persons) mention that they like to read short stories. Since extensive reading allows the students to choose the text they like, this becomes a motive to create reading enjoyment and confidence. The use of short stories can develop the students' english language skills and effortlessly attract the students' attention and motivation (Fatimah et al., 2019; Khatib & Nasrollahi, 2012) . Short stories provide authentic and socio-cultural benefits that can develop their students' reading enthusiasm. In addition, 64.2% of students (96 persons) say that reading comics is appealing. Since comics provide pictures and brief text, students feel enthusiastic to read and comprehend the text. Student 1 also mentions that "Reading comics is my favourite activity. Although the task of reading comics is over, I still continue to read because I am curious and it is very appealing". The statement shows that reading motivation is improved in the process of reading comics. Furthermore, 57.3% of students (79 persons) like to read fables. Fables gives didactic animal stories which provide a pertinent life lesson. Reading fables can become interesting since it is very short but gives moral values which might inspire the students to create a better life. The table also shows that 52.7 % of students (85 persons) like to read descriptions of places.. Many students argue that reading descriptions of places can help them to get detailed information about the place they want to visit. There are several pictures of the places which also have an effect on the students' reading enjoyment. 47.3% of the students (70 persons) mention that reading a biography is enjoyable. This kind of text is inspiring since they can choose to read their favourite persons and get many insights from their experiences. Finally 42.6 % of the students (63 persons) argue that reading synopsis is meaningful. They will have an overview of their favourite movies and guess what plot will be provided in the story.

In addition, since the lecturer needs to check the students' reading progress, the students are asked to report their reading activities by creating a reading log, reading aloud, joining group discussion to talk about what they comprehend, responding to the text by writing creatively, etc. (Bamford & Day, 2004; Sweet, 2000). In this study, students are asked to create a reading log every week. They need to write the title of the text they read, the main idea of the text, time for reading and new vocabularies they found on the text. Fakhruddin (2018) says that Reading log can help students to interact with the text. By creating a reading log, students can create summary, evaluate and connect the texts with their personal feelings or experiences. Reading logs also can help them to record their view and reaction through the texts they read. Here are some examples of the reading logs created by the students:



In this study, a blog is used as the learning platform facilitating the students to report the text they read. The students argue that reporting what they read through blogs was really effective to help them monitor their reading progress. Since extensive reading forces them to read numerous texts, blogs can provide systematic review helping them to reflect what they learn on this activity.

Table 2
Percentage of the students' perception of the use of blogs

No	Statements	SA	A	N	DA	SD
1	Reading log on blog can help me to monitor my reading progress	18.2	62.8	16.2	2	0.7
2	Reading log on blog can help me to reflect the process of my own learning	30.2	52.8	16.2	0.8	0

Note :
SA = Strongly agree
A = Agree
N = Neutral
DA = Disagree
SD = Strongly disagree

The previous table shows that most students agree that reading log on blogs facilitates them to reflect and monitor their reading enhancement. Fatimah (2019) in her previous study stated that blogs are really valuable to provide an appealing platform for the students and help them to monitor and reflect the process of their learning. In this study, blogs play an important role helping the students to see and check what text they read, what new vocabulary they obtained, and the time they spent on their reading. Not only for the students, this platform is also valuable for the lecturer to monitor her students' reading improvement.

Table 3
Percentage of the students' perception of the activities to share and discuss the text

No	Statements	Yes	No	Maybe
1	I like to explain the text I read on the video presentation	35.8	20.9	43.2
2	I like to discuss the text I read on classroom discussion via Whatsapp Group	67.6	6.1	26.4
3	I like to explain the text I read on the poster	60.8	8.1	31.1

In this online learning classroom, there are several platforms used. Especially for sharing the text, students are given the opportunity to discuss via such as zoom, WhatsApp group and google classroom. There are three activities conducted after the activities of individual reading, they are discussion on WhatsApp group, poster presentation and creating video presentation. The use of technology in this course contribute on the students' engagement and effortlessly create interactive classroom situation and benefits for students' learning progress (Fatimah & Santiana, 2017; Santiana & Fatimah, 2017). Data shows that 67.6 % of the students (101 persons) argue that discussing the text via WhatsApp group is really appealing. WhatsApp Messenger application has been commonly used by many teachers as an educational platform which provides simple and valuable features which allow students to send text messages, photos, videos, documents, and voice notes to social networks or groups and their contacts. This app is useful for creating collaborative works in which the students can share their voice and discuss the material (Afsyah, 2019; Fatimah et al., 2019). In addition, 60.8 % of students (91 persons) say that they like to explain the text they read through poster presentations. In this study, poster presentation is conducted using google classroom platform in which the students create a poster after they read the text and explain the text through their poster. Marlina et al., (2020) mention that poster presentation can be used to facilitate learning and becomes essential to develop the students' communication skills and students' positive attitudes in learning. By using posters, the students can easily recognize the general meaning of the text and visually obtain the idea of the text. Finally, 35.8 % of students (53 persons) argue that presenting their text through video presentation is interesting. The table shows that 43.2% (79 persons) feel doubt about the use of video presentation in online extensive reading classrooms. Since they need to create an effort to record their presentation and upload it on YouTube, they prefer to use posters as the media for presentation and discuss the text via WhatsApp messenger application.

In this course, the lecturer provides some follow-up classroom activities in order to help them keep on track on their reading. Students are guided to respond and discuss the text in order to find the other's point of view about the text. Moreover, creative writing is also conducted to make them involved in the text. Here is their perception of the activities:

Table 4
Percentage of the students' perception of the activities on responding the text

No	Statements	Yes	No	Maybe
1	I like to create a sequel from the story	55,4	10,8	33,8
2	I like to change the beginning/ending of the story	44,6	10,8	44,6
3	I like to create an imaginary day with the person on the text	68,7	8,8	22,4
4	I like to create a letter to the person on the text	56,8	16,9	26,4
5	I like to continue the story from the text	62,8	4,7	32,4
6	I like to change one the characters on the story	51	18,1	30,9
7	I like to create and perform the dialogue based on the text	56,1	10,8	33,1

The table shows that most of the students argue that the activities are really motivating. Most of the students mention that they like to do creative writing such as creating letter, dialogue, writing imaginary days, and changing ending, beginning or one of the characters in the story. From the previous statements, statement 5 has the highest score. It means that 62.8% (94 students) mentions that continuing the text is interesting. Then 32.4% (48 students) feels doubt and 4.75 (7 students) says that this activity is not interesting. On the other hand, statement 6 which contains of changing one of the characters on the story has the lowest score in this study. Data shows that only 51% (76 students) who like to do this activity. On the other hand, 30.9% (46 students) feel doubt and 10.8% (27 students) say that they dislike this activity.

DISCUSSION

The result of this study indicated that the students show a positive perception toward the activities in the online extensive reading classroom. Aiming at enhancing reading enjoyment and confidence, this course actually provides numerous opportunities for the students to select their text and build their reading habit (Delfi & Yamat, 2017; Pichette, 2006; Pretorius & Lephalala, 2012). As one of valuable language skills, reading has become a compulsory subject for all EFL learners. Before they increase their reading skills, it is important to develop their reading interest. A love of reading will be beneficial and important for their language development. Therefore, the lecturers need to usually give the enjoyable classroom activities in this course in order to help students keep on the track on their reading.

In this study, there are several platforms helping the teacher to provide the activities in this online classroom. They are blogs, whatsapp, google classroom, and zoom meeting. Whatsapp has been commonly used in educational settings though it was previously established as one of the social media applications. Whatsapp allows teachers to share instructional materials in the form of pictures, files and videos . This app is really valuable because it allows students to discuss and join collaborative activities without the demand of high internet connection. Whatsapp can be downloaded effortlessly and all of the students undoubtedly have this app on their smartphones (Afsyah, 2019; Ahmed, 2019; Asmara, 2020; Kumar & Sharma, 2017). In this study, the lecturer frequently guides the students to select their own text and forces the students to get the benefits from their reading experience. By using this app, the students are asked to share the text they read and discuss the idea and new vocabulary which they got from the activities of reading. From the questionnaire given, It is found that only 6.1 % of the students (9 students) dislike to use this platform for discussing their reading experiences. On the other hand, there are 67.6% of the students (101 persons) who agree that this platform is very beneficial in this course and 26.4% of the students (39 persons) who feel doubt. Martino, Hendro and Indra (2020) mention that whatsapp has become the excellent platform for teaching reading. This app can enhance

students' reading interest by providing pleasurable learning experiences and meaningful classroom discussions. Furthermore, the students' positive perception through the use of blogs in this study also can be seen easily. The data shows that most of the students argue that this platform is valuable for reporting the text they read and reflect their reading learning experiences. Blogs consist of online hypertext journals which allows students to post their written work and obtain feedback from the readers (de Andrés Martínez, 2012; Johnson, 2004; Yu, 2014). Fatimah et al., (2020) in her previous study emphasized that the use of blogs in an extensive reading classroom allows students to develop their learning autonomy and creativity. The students enjoy their learning and their reflective skills are also improved. Moreover, this course also uses google classroom and zoom for sharing the materials and conducting classroom discussions. The students use these platforms to share video presentations and posters about the text they read. Data shows that 60.8 % of students (91 persons) argue that poster presentation is appealing. Poster can provide visual graphic and verbal information which show the students' understanding about the text. In addition, posters can motivate students because it becomes a communication media providing brief information and appealing appearance which can create a meaningful interaction between the students and the audience (Prichard & Ferreira, 2014; Tanner & Chapman, 2012). Lastly, the data shows that only 35. 8 % of the students (53 students) who like to do video presentations in this course. Video presentation has become a common activity in higher education especially in online learning context. Video is audio visual media which can support the students' critical thinking and self directed learning. Using video presentations can help them to develop their communication strategy because they can see , analyze and reflect their performance on the video (Ag Ahmad & Peter Lidadun, 2017; Saputra & Fatimah, 2018; Willmot et al., n.d.). In this study, The students need to record their presentation then upload it on YouTube or google drive in order to share what they read beyond the classroom. The data shows that 20.9 % of the students (31 persons) dislike this activity and 43.2 % of the students (64 persons) feel doubtful. This situation occurs because they need to give their effort to edit and upload their videos. They prefer to use posters as the media and discuss the topic directly on whatsapp messenger application.

Since the role of lecturer in this course is facilitator and motivator, she needs to provide some activities in order to force the students continue their reading and improve the amount of their reading. In this research, the classroom activities mainly focus on discussion and creating responses to the text. The lecturers also asked the students to compose creative writing such as creating letters, imaginary days with one the characters on the text and poem, changing beginning/ending of the story, and changing one the characters in the story. The data shows that most of the students enjoy their activities. By reading a large number of texts, students can get comprehensible input which makes it easy to have the ideas of their writing(Campbell, 2003; Krashen, 1982). Extensive reading can engage the students to have the entertainment of reading which can force their imagination and creativity in their creative writing (Tian, 2014). Since creative writing is writing with feeling, this activity becomes valuable in order to connect their reading experience with the knowledge they got from reading and what they produce in their writing. As the result, their language development is developed.

CONCLUSION

Extensive reading provides a lot of benefits in EFL setting since it effortlessly develops their reading habit, enjoyment and confidence. Activities of extensive reading which focus on the students' satisfaction successfully create cognitive and behavioral engagement. The finding of this study proves that most of the students show their positive perception through the classroom activities provided in online learning context. The use of several platforms such as blogs, WhatsApp, zoom and google classroom also contribute on the students' convenience in their learning. The use of blogs as the platform to report what they read became valuable since it gives daily journal which is easy to use and develop autonomy and reflective skills. Furthermore, classroom discussion in this course is effortlessly conducted by the help of technology, such as WhatsApp, zoom and google classroom. The students also show their willingness and motivation on joining classroom activities such as video presentation, poster

presentation and creative writing practice. These activities successfully contribute on developing students' language competence and give meaningful and pleasurable atmosphere for the students.

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